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ABSTRACT

This document reports on 4 broad action programs, constituting a total of 15 projects, in 4 pilot districts in Sri Lanka. The programs, part of a larger effort by the Ministry of Education to actualize policy guidelines, have been attempts to bridge gaps between the capability and efficiency of the established school system and the multiple levels of supraschool administration and between the quality of educational administration and public policy needs. Chapter 1 of this document, "Overview of District Development Programme," by N. Fernando, presents a general description of the four programs. The rest of the document is divided into 4 sections, one for each of the programs, and is further subdivided by descriptions of the 15 projects. Section 1, "Foundation Programme for School Development," contains the following chapters: "Category 2 and 3 Schools," by the project team; "Collegiate Schools," E. S. W. Perera and M. A. Ariyadasa; "National Schools," H. S. Jayasinghe; and "Supervision of Schools," K. O. Piyadasa and E. S. Liyange. Section 2, "Organisation and Management Development," contains: "School Structure," W. H. M. Undugoda; "Structure and Functions of RDE/DEO Offices," project team; "Education Management Information System," H. K. K. Vithana; and "School Clusters," H. S. Jayasinghe and D. N. Weerasinghe. Section 3, "Planning and Resource Management," contains: "School Planning," B. Kulatunga; "School Zoning," D. Gunaratne; and "District/Divisional Planning," W. L. Perera. Section 4, "Personnel Management," contains: "District Management Centres," P. Kumarasiri; "Manpower Planning," E. S. W. Perera; "Evaluation of Personnel (School Level)," H. S. Jayasinghe; and "Evaluation of Personnel (Supra School Level)," S. M. M. A. Ghaffoor. (IW)

MANAGEMENT FOR EDUCATIONAL DEVELOPMENT IN SRI LANKA

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MANAGEMENT FOR EDUCATIONAL DEVELOPMENT IN SRI LANKA

Editor

NEIL FERNANDO

MINISTRY OF EDUCATION

SEPTEMBER, 1984

PREFACE

THE Report on Management Reforms in the Ministry of Education has identified a wide spectrum of reform proposals from the school to the Ministry level. The changes envisaged at the school level reflect the need for new roles and functions for school principals, changes in the structure and the staffing patterns for supervision systems within the school as well as other allied reforms at the school level. In order that individual schools would have more effective facilitative support in regard to their planning, management and supervision, supra-school institutional arrangements such as school clusters, school zoning for planning purposes, etc., have also been proposed. At the regional level proposals for a greater degree of decentralisation on the one hand and speceialisation of functions with regard to information systems, planning and control systems, education supervision and personnel evaluation functions have also been emphasised. The reforms Report has highlighted several important reforms relating to personnel, planning and management systems at the Ministry level.

The reforms envisaged at regional, sub-regional and school levels require substantial changes in organisation structure, planning and implementation processes, and systems of supervision and evaluation. Considerable efforts were also necessary to design in detail the activities that need to be performed for implementing each of these reform projects, training and placing the staff required or its implementation and to provide other facilititative inputs required for this purpose. The adoption of these reform proposals on a country-wide basis was also not feasible partly due to the inadequacy of available resources. As such, implementation was initially confined to four pilot districts — Kegalle, Trincomalee, Chilaw and Matara. These four main programmes of reform work (constituting 15 projects) have been already launched in these four districts commencing from the 1st quarter of 1984. In order to reinforce and support these projects the Staff College for Educational Administration was also relocated at the Maharagama complex with expanded training facilities. A few of these 15 projects have yet to be launched into mid-stream (hopefully before the end of this year). The extension of this programme of work to other districts in the country will be done on a phased basis after considering the experiences gathered as well as further modifications which may be necessary to obtain higher levels of effectiveness or efficiency in project performance.

The Ministry is indebted to a large number of officers for initiating and launching this pilot project. In particular, the four Directors of the four pilot districts and their staff at regional, sub-regional and school levels have spent valuable time and efforts to implement this programme. The contribution of Ministry staff as well as the faculty members of the Staff College for Educational Administration is also acknowledged. The assistance provided to me by Mr. P. N. M. Fernando, Additional Secretary, in the formulation and implementation management of these reforms is also gratefully acknowledged. This publication reflects the efforts of this team of officers and would be of considerable interest to policy-makers and practitioners alike, both within and outside the Ministry of Education.

E. L. Wijemanne,
Secretary,
Ministry of Education.

4th September, 1984.

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CHAPTER I

OVERVIEW OF THE DISTRICT DEVELOPMENT PROGRAMME

THE problems of educational management arise from a change in expectations embodied in the White Paper on Educational Reforms which is not matched by appropriate organisational and management implementation changes. Gaps are seen in the capability and efficiency of the established school system on the one hand and the multiple levels of management at supra-school administration on the other, to attain these new educational goals. These gaps in turn cannot be bridged unless new supportive planning and managerial processes are mobilized into action. These in turn would require changes in established structures, systems and functions appropriate for new roles, values and relationships. The administrative structures of education do not have the adequate competence, information, communications and systems of accountable action to efficiently contribute to the qualitative transformation of education. Whereas the capacity to plan has been gradually expanded to regional and sub-regional levels on the one hand, capacity to implement plans has not been expanded at the same rate.

2. In the districts, problems and weaknesses of planning, management, supervision and evaluation assume different forms. Organisational and structural frameworks are inadequate for performing emerging functions. Administrative systems suffer from diffusion of responsibilities for functions, and lacks co-ordination and accountability. Personnel, lack knowledge and skills in planning and management. This is complicated at lower levels by the lack of motivation and low morale. Institutional leadership and supervision are of poor quality. These features emphasise system maintenance and not system transformation for achieving new educational goals. Tendencies towards self-perpetuation have thereby created a gap between the quality of educational administration and public policy needs.

3. The task of bridge building between the present situation and future goals constituted the main aim of the Committee on Management Reforms. As its Report succintly stated, "management capability at school, regional and Ministry levels, for education development is determined by the availability of appropriate organisation structures, planning mechanisms and practices, efficient work systems and implementation processes, effective supervision systems, facilitating personnel evaluation and accountability, integrated information systems with appropriate technological facilities, dynamic-personnel policies and practices, training and career development programmes focussed on performance improvement of individuals and organisations, and availability of institutions for co-ordinating the formulation, implementation and evaluation of policy. Such capabilities will be enhanced by the extent to which a clear strategy for improving management is designed and implemented ; and will be enriched by the availability of institutional arrangements enabling the participation of client groups in the educational programmes at operational levels". It is with a view to actualising these policy guidelines, that an inter-related set of reform measures was designed and launched on a pilot basis in four districts in the country. This publication embodies these efforts.

4. *The Programme.*—The programme for district management development was designed to be a broad spectrum one, in view of the linkages that were evident among different sectors of activity on the one hand and in view of the wide ranging nature of the problems in the field. The framework of action was conceived in terms of four broad action programmes constituting a total of 15 projects.

Programme I — Foundation Programme for School Development

PROJECT I — Category 2 and 3 Schools (Primary and Junior Secondary)
PROJECT II — Collegiate Schools
PROJECT III — National Schools
PROJECT IV — Supervision of Schools

Programme II — Organisation and Management Development

PROJECT I — School Structure
PROJECT II — Structure and functions of RDE/DEO Offices
PROJECT III — Education Management Information Systems (EMIS)
PROJECT IV — School Clusters

Programme III — Planning and Resource Management

PROJECT I — School Planning
PROJECT II — School Zoning
PROJECT III — District/Divisional Planning

Programme IV — Personnel Management

PROJECT I — District Management Centres
PROJECT II — Manpower Planning
PROJECT III — Evaluation of Personnel (Schools)
PROJECT IV — Evaluation of Personnel (Supra-school Levels)

5. The four Programmes and the 15 Projects thereunder, are in many ways interconnected, where the boundaries of one merges with the other. Programme I was conceived as the major programme for development with Programmes II, III and IV being of a more specialized nature providing support to this main action programme. Programme I with its four projects focus on schools of different categories and the need to improve both internal and external supervision systems. Some of the other functionally specific elements of other programmes are also embedded within this major Programme I. For instance, Project I of this Programme covers different aspects of organisation structure ; work organisation ; staffing and staff development ; planning ; finance and resource management ; curricula and co-curricula management ; office management ; evaluation ; welfare activities and environmental linkages. Projects II and III within this Programme cover key elements for development action within Collegiate Schools (Senior Secondary level) and National Schools (which are Collegiate Schools having an inter-district student clientele and status). Project IV within this Programme is focussed on improving the supervision systems of schools from the stand point of professional development for achieving the main educational goals of the system.

6. The rationale for Programmes II, III and IV, is to provide more specialised projects for improving organisation and management systems, planning and resource management systems, as well as the system for personnel management. These three sectors were identified for priority attention as these were vital sectors in the development of educational management. The rationale of this programme structure clearly emphasised that the efforts of the entire programme set should be focussed and based on assisting and facilitating schools towards a new cycle of innovation and development. This is necessarily so, as the validity of any reform at supra-school levels should be based on the extent to which it facilitates improvements and performance at the school level.

7. *Conceptual Framework.*—The four Programmes are based on three basic dimensions for development action. Firstly, each Programme with its Projects are designed for purposive and planned actions. The analytical framework of the Programmes/Projects provides a guideline for such actions that are necessary. Secondly, specially at the school level, programmes for development action should take into account the close inter-dependencies which are apparent. Such inter-dependencies are related to linkages of goals, technology, structure, leadership, etc., and its relationship for environmental relevance and efficiency. Thirdly, each of these sets of actions within Programmes/Projects provide the dynamics for change in key aspects of the management systems at each level. Such changes are intended to be innovative in that they seek to change maintenance types of administrative structures and processes to more developmentally oriented ones. In terms of this overall concept of educational action systems, two frameworks (indicated in Table 1 and Table 2) provide the conceptual framework for this scheme.

8. A general systems model is indicated in Table 1. It is an input-process-output model. Key elements of inputs and processes have been taken into account in designing the four Programmes. Table 2 indicates the reform intervension framework for changes adopted in education management. The application of the conceptual frameworks in Tables 1 and 2 in terms of a main points of impact at the four organisational levels within each district, is indicated in Table 3.

TABLE 1

General Systems Model

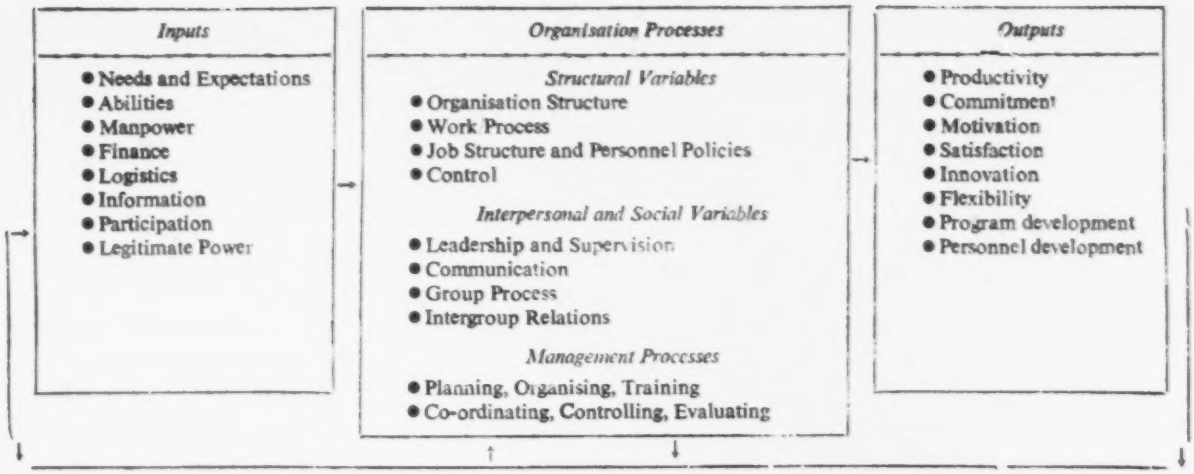

TABLE 2

Reform Intervention in Educational Management

ENVIRONMENT

Managerial Process/Elements

Planning	Decision-Making
Organizing	Problem Solving
Directing	Motivating
Controlling	Communicating

Managerial Sub-Systems/Levels

Institutional	Ministry
Organisational	District
Technical	Sub-District
	Schools

Functional Sub-Systems

Structural Management
Curriculum Management
Co-curriculum Management
Personnel Management and Supervision
Supplies and Managerial Management
Finance Management
Public Relations Management
Office Management
Project Management
Information Management
Communications Management

Psycho-Social Systems

Motivation
Status, Role
Group Dynamics
Influence, Power, Authority
Leadership

ENVIRONMENT

TABLE 3

Organisation Focus and Emphasis of Programmes

	Foundation Programme for School Development				*Organisation and Management Development*				*Planning and Research Management*			*Personnel Management*			
	Project				*Project*				*Project*			*Project*			
	1	2	3	4	1	2	3	4	1	2	3	1	2	3	4
School Level	×	×	×	×	×		×	×	×	×		×	×	×	
Zonal Level				×			×	×		×		×			×
DEO Level				×		×	×				×	×	×		×
RDE Level				×		×	×				×	×	×		×

9. *Reform Strategies.*—Any set of reform measures needs to have a carefully designed strategy if optimum benefits are to be obtained from such efforts. In view of the organisational magnitude of the education system as well as the wide ranging problems and deficiencies in performance evident in the system, no single strategy for reform could be adopted at all levels. This means that a viable mix of strategies needs to be carefully selected for adoption at different levels within the system. The strategy of reform at the school level is intended not only to generate self-learning and self-reliant changes within each school, but also to provide external facilitative inputs without which such reforms cannot be sustained. As such, school level reforms emphasise participation for project activities, group leadership styles, specific action projects in planning, manpower use, supervision and evaluation of staff and also for more effective information systems. A pivotal element in these reforms is undoubtedly the changes envisaged in the roles and functions of the Principal/Deputy Principal and Supervisors for school development through changed structures, planning systems and project implementation responsibilities.

10. Unless effective group leadership patterns function within schools, it is unlikely that many of the reforms at this level will yield results. The school as an institution should be encouraged to function with managerial responsibilities delegated to its main supervisory personnel. However, the style of supervision within the school should be more collegial rather than hierarchical, as the active involvement and motivation of teachers could be obtained only through such management styles of action. The strategy of reforms at supra-school levels will be with a view to providing facilitative inputs and services which cannot be reasonably generated within each school. Furthermore. though each school constitutes an organisational system, the management of a set of schools within a geographical sub-region, requires supportive functions of different dimensions in the sectors of planning, supervision and evaluation, information flows, training facilities and allied managerial inputs. There is a distinct danger in supervisory personnel at supra-school levels, to have attitudes and adopt practices stifling self-reliant initiatives for development from within individual schools. These are elements of a Weberian type of bureaucracy, which are not appropriate for the management of educational institutions.

11. Other factors involved in the implementation of reforms in management within the education sector needs to carefully considered and noted. All these four Programmes are intended either directly or indirectly to reach the target population of pupils and through this group have an impact on society. Managing these reforms therefore requires skills in social managment. Implementors need to remeber that these reforms if they are to be successful should be community based, development-oriented, decentralised, and having a participative style of action. These should not merely result in a better delivery system per se but more importantly should re-vitalize schools to reduce their dependence and be more self-reliant.

12. Participation of teaching staff, pupils, parents and the community both in planning and implementing projects at the school level in a collegial manner is therfore essential. Through these means, the school will be mobilizing the communities which it seeks to serve and would also relate their programmes more effectively to the community. This requires skills in school managers in the analysis of community structures and processes. Similarly, co-ordination of efforts of individual schools with other schools and supra-school level organisations, requires more effective forms of inter-institutional programme management. The new type of manager required should not only manage organisations but also manage the development systems which extend beyond the more familiar management goals within single organisations. Through such strategies and approaches, schools management should produce new outputs and stimulate new forms of behaviour in their environment which could also continue to be innovative over time.

13. The more important contribution of these Programmes and Projects may not be its immediate benefits to its target population, but its contribution towards changing traditional relationships within the school and supra-school levels, equalising power relationship between the Principal and the teachers and pupils, and building up a sustained capability at the school level for organising and implementing projects to meet their development needs in collaboration with the community which they serve.

14. Another important consideration is that changes in strategy must be accompanied by changes in structure. The organisation structures at supra-school levels should adopt strategies of meta management (as formulated by Prof. Raymond Bauer). Meta management influences the problem solving process within the system, rather than attempting to find solutions to problems on behalf of the system. Thus, supra-school management should no longer take decisions directly for the individual schools but must instead regulate the decision making system within which decisions are made. Influencing the decision process may be exercised through structural variables, organisation patterns, information systems, evaluation and reward systems, and through planning frameworks. These elements are of considerable importance when implementing the management reforms proposed under this scheme.

15. Education is mainly a social process and the bureaucratisation of education would run counter to the nature of this process. Unless schools and supra-school managers are held socially accountable for their actions, any reform of the system would only tend to be a bureaucratic exercise which may not have adqeuate social relevance. Parents and members of the community (apart from the pupils themselves), should be actively drawn into the process of planning and management at school level in a participatory manner. Unless the client groups have a direct voice in the functioning of the system, reforms implemented by educational administrators alone may be inadequate. Therefore, a conscious effort needs to be made at each level within the district, to mobilize these client populations in these reform endeavours to provide additional strength and greater continuity to these reform measures.

16. It should equally be kept in mind that the persistence of the innovations proposed in these reforms, depend on its adaptability to specific environmental conditions at the different organisational levels in the district. In actual implementation, therefore, some of the projects within these four Programmes may need to be flexible in accommodating and being relevent to local needs. As UNESCO studies have also recognized, the original aims of any management reform in education may need to undergo changes in the process of implementation, which makes it difficult for programmes and projects to be subsequently evaluated in terms of their original programme/ project aims and objectives. Flexibility in adapting to environmental needs as well as ability to survive over time, will thus be important factors determining the persistence of these reforms, which all implementors need to keep in mind.

17. The simultaneous introduction of a wide range of reforms which are of a multi-functional nature, may also perhaps tend to create a change "overload" in the district system. District personnel and organisations may initially find difficulties in coping up with the multitude of changes which need to be implemented. This would require facilitative help as well as understanding on the part of supervisors. The selection of high impact organisations with high operational visibility may produce spread effects to other organisations, which could economise on efforts which are required for launching and implementing these reforms. Reform efforts should also build up into critical masses at strategic points in the organisation framework at the district level, in order that optimum impact of initiatives could be obtained.

18. Unless there is continuity of action and follow-up, these reform measures would also be less than successful. Those supervising the reforms need to have continuous contacts with the client organisations and personnel concerned in order that transfer of innovative attitudes and practices could be institutionalized. Organisations and personnel within the district having high performance levels in implementing reforms, could be considered as model projects with a "demonstration value" from which others within the system could learn. Adequate recognition needs to be given to such organisations and project personnel having high performance.

19. Finally the success of these reform efforts would very much depend on the degree of commitment, hard-work and initiative which staff at all levels within the district need to have. Management has no magic formulas or miracle cures for the ills in the eudcation system. The intended results from these reform measures could only be obtained through effective leadership, adequate understanding of the problems and perceptions of implementing staff and the managerial skill of trnsforming the dreams of today into the realities of tomorrow.

CHAPTER II

CATEGORY II AND III SCHOOLS

PARAGRAPH 37 c (Staff Services) of the Management Reforms Report stresses the need for training over 10,000 principals in planning, supervision and management at the district level, and the strengthening of such training through Distance Education Modules. The Handbook for Principals of Grade 2 and 3 schools were prepared to meet this felt need. The Handbook was sent to the Principals of Category 2 and 3 schools of the pilot districts in March 1984.

2. With the Handbook, a circular letter with two annexures (3/RS/8/14 1(9) of 84.03.07) was sent to these Principals. The circular letter required that Principals experiment with the activities that are relavent to their schools after selecting such activities from the Handbook. The annexures gave two specific examples on how this could be done. The Principals were instructed to send a report of such experiments to their DEE and the DEE in consultation with their S.M.A.A. were to send in their reports to the Ministry. The Principals were also invited to send in their suggestions on how the Handbook could be improved.

3. This Project was mainly intended as a self-help project where each Principal of a Category 1 or 2 School, learnt Management by doing it himself. He was expected to take necessary action on these guidelines provided and to select the improvement projects himself. The District Management Centers were also expected to consider the Handbook as a basic reader in distance education. The Staff College in consultation with D.E.E. was to support this Project by appropriate forms of institutional training at the District Management Centres. The declared aims of this project and the activities listed under it are—

Aims.—To make available the information necessary to organize and manage the schools and to provide training.

Activities.—

(*a*) Implementation of the Handbook and provisions of the Circular 3/[illegible]/8/14 1(9) of 84.03.07 ;

(*b*) Organising contact sessions ;

(*c*) Conducting contact sessions at District Management Centres.

4. The staff college has trained resource personnel to use the material in the Handbook. These personnel who are to be the trainees of Principals of Category 2 and 3 schools will work through the Management Training Centres established in the four Pilot Districts.

5. The DEE will organize contact sessions in their Districts, through the District Management Centres and obtain a feedback on the material in the Handbook. They are expected to evaluate the use of this Handbook for school management. Feedback received by the Ministry will be used to revise the present Handbook.

6. The following targets are suggested for contact sessions and the revision of the Handbook :—

(*a*) Contact sessions in the regions to be completed before end of October 1984.

(*b*) Contact session conducted by the Staff College to be organized in early November

(*c*) Revision of the Handbook to be completed by end of December 1984.

7. The Handbook was prepared and contact sessions organised to enrich the management knowledge and skills of Category 2, 3 Principals. The Handbook consists of the follwing chapters :—

CHAPTER 1 .. The aims of Education
CHAPTER 2 .. Management of a school
CHAPTER 3 .. Work Organisation
CHAPTER 4 .. Organisation structure
CHAPTER 5 .. Staffing and staff Development

CHAPTER 6 .. Role of The Teacher and Curriculum Management
CHAPTER 7 .. Co-Curricular Activities
CHAPTER 8 .. Evaluation
CHAPTER 9 .. Welfare Services
CHAPTER 10 .. Planning
CHAPTER 11 .. Management of Finance and Resources
CHAPTER 12 .. Environment Linkages
CHAPTER 13 .. Office Management
CHAPTER 14 .. Specific problems in School and how to Solve them.

8. Ten Sub-Subject Projects have been identified in the 14 chapters of this Handbook. Each Sub-Project has a specific emphasis on focus for developing the School. In motivation all these ten Sub-Projects are mutually intersupportive in nature, and constitute the foundation or basics for School management development. Each of these Sub-Projects are identified in brief.

Sub-Project I—Organisation Structure

Activities	*Sub-Activities*
Selection of suitable Organisation structure ..	(1) Identify the shortcomings and problems of existing structure.
	(2) Determine the nature of administrative functions to be undertaken by the Principal and the senior staff.
	(3) Determine how the tasks are to be carried out by the different members of the staff throughout the school.
Divisionalisation of school activities ..	(1) Group the main activities of the school (also check with Parts 1 & 2 of school plan).
	(2) Group the persons who are particularly interested in a special functions (such as, time tabling, record keeping, handling of disciplinary matters etc.,) and also identify special abilities, experience and qualifications of staff.
	(3) Assign departments to selected heads with a duty list after matching (1) with (2).
Relationship among Individuals and Groups ..	(1) Work out a programme to enrich the relations between Principal and other staff members.
	(2) Ensure effective communication between the levels and functions.
	(3) Establish work relationships to enable both organisation and individuals to realise their objectives.

Sub-Project II—Work Organisation

School Admission ..	(1) Decide the number of vacancies in each grade.
	(2) Study the relevent circular sent by Ministry.
	(3) Appoint a board of selection.
	(4) Admit children according to the circular instructions.

Activities	*Sub-Activities*
Preparation of Time Tables ..	(1) Consider the factors which are relatively fixed and unchangeable by the designer of time table. (2) Consdier the functions which are flexible but influencing in the process of preparing the time table. (3) Prepare the time table in consultation with the teachers and ensure maximum work load for each.
Preparation of a school calendar ..	(1) Summarise the main objectives of the school, (2) Assess the last year's performance in relation to school calendar. (3) Draw up annual Programme keeping in mind the objectives staff/students/time available, etc. (4) Assign responsibilities to tutorial staff, non-tutorial staff, pupils and parents.
Appointment of Supervisory staff ..	(1) Consider the types and levels of education in school. (2) Identify the appropriate supervisory staff. (3) Appoint them as sectional heads, grade co-ordinators, assign supervisory responsibilities.
Improving Teacher Supervision ..	(1) Select personnel (2) Identify areas of Supervision. (3) Develop guidelines, procedures and reporting forms. (4) Follow up and take remedial measures

Sub-Project III—Staffing and Staff Development

Determining and obtaining necessary teacher cadre	(1) Collect and analyse data to take a decision about the sections, number of pupils in each section, amount of time rquired for curricular activities, etc,. (2) Maintain a Cadre Register in school in accoradnce with the circular sent by Ministry. (3) Communicate with R.D.E. to obtain the teacher requirement.
Reducing of Teacher absenteeism ..	(1) Keep up to date records of teacher leave. (2) Analyse the reasons of teacher absenteeism. (3) Organise some welfare schemes for teachers and other suitable remedial measures. (4) Assess and communicate the leave particulars to R.D.E. for the purpose of commendations to teachers who have taken less leave
Development of sense of punctuality among Teachers	(1) Study the causes of late arrival. (2) Discuss the matter at the staff meeting. (3) Design project to reduce late coming through collegial and friendly relationships. (4) Discuss with S.L.T.B. Officials as to transport.
Organisation of in-school—Teacher–Training Programme	(1) Organise a system of appointing grade/subject co-ordinators and sectional heads (2) Plan out a programme of work shops, regular faculty and group meetings, etc. (3) Provide teachers with packages of self-learning materials. (4) Organise contact sessions to solve teaching/learning problems on a person-to-person basis.

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Sub-Project IV—Planning

Activities	*Sub-Activities*
Formation of a planning Unit in the school ..	(1) Decide educational policies and aims of the school. (2) Identify the existing problems in the Organisation. (3) Identify a group of people who are capable of serving in the committee. (4) Organise an effective communication network. (5) Develop linkages with other agencies.
Implementation of School plan ..	(1) Collect data from personnel responsible for implementing on-going projects. (2) Evaluate the progress made. (3) Take remedial measures and re-plan the activities if necessary.
Facilities Planning for the future ..	(1) On the calulated student population data, estimate the building and facilities required for next 3 years. (2) Decide and prioritise the projects to be undertaken during the next 3 years. (3) Decide the resource implications and ways and means of getting resources.
Reduction of School Drop-Outs ..	(1) Do a survey to find out children of 5-14 age group in school catchment area not attending school. (2) Through a socio-economic survey find out the reasons for not attending school. (3) Design a project for implementation during the year with the help of parents.
Reduction of pupil absenteeism ..	(1) Study the reasons of pupil absenteeism (like transport difficulties, lack of basic needs, seasonal occupation patterns, etc.) (2) Detect regular absentees and draw the attention of their parents. (3) Design and implement a programme to reduce absenteeism in a few slected grades which have the greatest problem.
Minimisation of late arrivals of pupils ..	(1) Study the course of late arrival (such as transport problems travelling dificulties, etc.) (2) Liaise with external agencies like S.L.T.B. to improve transport facilities. (3) Carry out a programme with the help of teachers, students and parents.
Manpower Planning for staff Development ..	(1) Prepare an organisation chart for the school. (2) Estimate the future staff requirement for five years by using enrolment projections. (3) Consult R.D.E. (4) Organise training and development programme for teachers.

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Sub-Project V—Finance and Resource Management

Activities	*Sub-Activities*
Developing a system of Collecting Facilities Fees	(1) Study the relevent circular sent by Ministry. (2) Appoint a team of teachers. (3) Organise class wise parent meetings. (4) Get the budget approved by R.D.E./C.E.O. or E.O.
Maintenance of School Plant ..	(1) Work out a plan to tighten the security measures. (2) Block out the entire school premises and allocate each block to houses. (3) Obtain Community support. (4) Implement a phased programme.
Repairs to School buildings and Infra-structures	(1) Assess the necessary repairs and prepare a cost estimate. (2) Submit it to the R.D.E./C.E.O. or D.E.O. (3) Get the S.D.S. to help. (4) Do repairs according to approved estimates.
Improvement of library facilities ..	(1) Collect data to estimate the existing facilities. (2) Write to leading publishers for their help. (3) Organise variety entertainment to collect funds. (4) Launch a campaign through students and collect books.

Sub-Project VI—Curriculum Management and Co-Curricular's Activities

Revision and Development of Teaching Materials	(1) Appoint teams to enrich existing curriculum where necessary. (2) Appoint a team of grade co-ordinators to prepare extensive teaching materials. (3) Get the necessary help from C.D.C./R.D.E.
Preparation of a frame work for Curriculum Evaluation	(1) Find out whether the curriculum is understood by teachers. (2) Find out whether teachers are familiar with subject matters. (3) Encourage teachers to use improved methodologies for teaching curriculum.
Curriculum Supervision ..	(1) Collect data regarding availability of curriculum materials. (2) Hold staff meetings to discuss curriculum matters. (3) Prepare a format to check lesson units done and balance in hand (4) Work out a special programme to update the teaching of lesson units.
Working out a programme to promote Sports and Athletics	(1) Assign students to houses. (2) Appoint, teachers in charge, house leaders, prefect of games, etc. (3) Work out annual programme of sports and athletics to ensure maximum participation. (4) Conduct Inter-house sports meet and other sports competitions.
Religious, Cultural and Aesthetic Programme ..	(1) Draw up an annual programme. (2) Assign responsiblities to students, teachers, parents, etc. (3) Conduct religious, cultural and aesthetic activities. (4) Organise annual exhibition of art, cultural show, Pirith ceremony etc.,

Sub Project VII—Office Management

Activities	*Sub-Activities*
Managing the School Office ..	(1) Distribute the functions of the office among office staff and academic staff if a specific Deputy or Assistant Principal cannot be assigned this work. (2) Compile circulars, regulations, etc. (3) Develop an efficient communication system. (4) Supervise the work of office staff or delegate it to Deputy/ Assistant Principal.

Sub-Project VIII—Evaluation

Developing Evaluation and Feed-back system	(1) Identify the curriculum problems of last year. (2) Identify the weaknesses and strengths of teachers who had been involved in curriculum teaching. (3) Decide what kind of action to be taken to improve the situation and act accordingly.
Planning of school tests. ..	(1) Appoint a board to serve as a test committee. (2) Prepare the school calendar indicating dates of tests. (3) Prepare the question papers by a special board of teachers in consultation with the grade teachers. (4) Conduct monthly and term end tests and evaluate the results.
Developing a continuous Evaluation System in the School	(1) Prepare formats and guidelines necessary for continuous evaluation. (2) Instruct teachers and supervisory staff the methods of using formats. (3) Use these filled evaluation formats in the term end evaluation

Sub-Project IX—Welfare Services

Supplying of mid-day meal for needy children ..	(1) Elect a social service committee. (2) Collect the data confidentially. (3) Meet few well to do people in the area for their assistance. (4) Liaise with care and other welfare organizations for assistance.
Medical Inspection Follow up Programme ..	(1) Liase with M.O.H. of area and organize Medical Inspection. (2) Train some teachers to identify the general defects in children. (3) Refer cases needing special attention to health authorities. (4) Refer to R.D.E. for further assistance such as providing of free spectacles, etc.
Welfare Programme for teachers ..	(1) Start a teachers guild. (2) Open a Co-operative shop liaise with Co-operative Department. (3) Prepare a scheme to give financial support.

Sub-Project X—Environment Linkages

Activites	*Sub-Activities*
Developing School Development Society O.B.A./O.G.A. etc.	(1) Organize S.D.S.,O.B.A. or O.G.A. in accordance with Ministry circulars. (2) Hold at least two general meetings of the S.D.S. during the year. (3) Get the S.D.S, O.B.A., O.G.A. involving in the planning exercise for school development. (4) Get their support and advice for developing the school.
Developing School relationship with the community	(1) Develop S.D.S. to improve parent teacher relationship. (2) Meet the parents class by class at least once a term. (3) Provide a school diary to each student and ask parents to check the students diary and sign it.
Preparation of Out of School Learning Programme	(1) Survey the learning needs of those who have left the school system. (2) Prepare a suitable curriculum for them. (3) Identify resource personnel from the community and schools staff. (4) Conduct and evaluate such programmes.

CHAPTER III

COLLEGIATE SCHOOLS

ALTHOUGH the policy of the Ministry has been the reduction of imbalances between urban and rural schools in relation to the provision of educational facilities, still the standard of education in the rural schools is generally below average. This has been one of the main factors that has contributed to the creation of a few prestigious schools in urban areas into which there is a constant migration of pupils from rural schools. The result has been the over-development of a few urban schools and under development of a large number of rural schools. This has led to a deterioration of education standards in both types of schools.

2. So long as the parents and pupils feel that the facilities provided in the rural schools are insufficient, the flow of pupils from rural to urban schools will no doubt continue and the competition to gain admission to the so-called prestigious schools will become acute. This is a big obstacle in the attempt of the Ministry to provide equal educational opportunities to all deserving children specially at the secondary level. The Project for development of the Collegiate Schools is formulated to overcome this problem and its objectives are—

(*a*) To enable the pupils to continue senior secondary education in schools close to their homes without migrating to urban schools.

(*b*) Reduction and the final eradication of disparities between rural and urban senior secondary schools.

(*c*) To establish a network of senior secondary schools well distributed in the country so that each of these schools will become a model for the other schools in the area in the provision of facilities as well as in modern methods of management.

(*d*) To rationalise the senior secondary schools network to avoid wastage,

e.g. under utilized science laboratories, lean classes etc.

3. The initial work of this project is handled by the Collegiate Schools Unit of the Ministry. The catchment area of a senior secondary school has to be naturally larger than the catchment area of a primary/junior secondary school. Senior secondary science education requires the provision of special facilities which should be optimally utilized. In the case of Collegiate Schools which have been selected for development, it is likely that the catchment area would be still larger depending on the facilities that are available.

4. This catchment area will expand even further in proportion to the gradual development of the educational standards of the school and the prestige it enjoys. Hencein the selection of schools for up-grading, the following factors were taken into consideration:—

(*a*) The demographical features and number of pupils who complete the junior secondary cycle with qualifications to join the A. L. Classes in the catchment area .

(*b*) The topographical features of the catchment area.

(*c*) Accessibility of the school and the availability of transport facilities.

(*d*) Capacity for development e.g. the availability of a fair amount of buildings, science laboratories, work shops, etc., so that the capital expenditure needed to supply them will be low.

(*e*) The availability of land for expansion.

(*f*) The number of pupils in the post-primary classes.

(*g*) The observations and recommendation of the District Director of Education.

In this connection it would be relevant to refer to the rationalization of the school network included in the project on " School Zoning ".

The Collegiate Unit of the Ministry has informed the District Directors of Education and Chief Education Officers about this project and requested them to nominate schools to be considered for up-grading. The schools suggested by them were considered and the names of those that were provisionally selected were intimated to R.D.E. A hundred schools have now been selected for up-grading under this project.

5. The intention of the Ministry is to complete this project in stages, corresponding to the stages in the reorganization of the educational districts into zones and the establishment of Divisional Eduaction Offices. With this in view, the Collegiate Schools Unit has already collected data from the selected schools in Matara, Kegalle, Puttalam and Trincomalee Districts. The needs of these schools will be assessed and a medium term plan of development for each school will be prepared in consultation with the respective Principals. The development plan of the school will include not only the up-grading of physical facilities, but also qualitative development through supervision, staff development, organisation of co-curricular activities, community support, educational guidance, testing and evaluation etc. It is also expected that the principals of these schools., will be trained so that they will be equipped to perform satisfactorily the role, functions and duties of a first line manager.

6. The Divisional Education Office and the District Director of Education are expected to incorporate the development of these schools into his three year plan and take necessary action for its implementation. The minimum provision needed for a Collegiate School is indicated in the Table.

TABLE 1

Facilities to be Provided for Each Collegiate School

Buildings	*Other Facilities*
Classroom accomodation	Water supply
Administration building	Electricity
Assembly halls	Equipment for Scienc
2 Science laboratories	labs. and workshop
1 Science room	Fence
2 Work shops	Playground
Agriculture Unit	
Home Science Unit	
Commerce Unit	
Library	
1 Large room for Aesthetic Education	
Principal's quarters	
3 Teachers quarters	
2 Bachelors quarters	
6 Latrines	
6 Urinals (Male and Female 3 each)	
Dental Clinic	
Pavillion	

7. *Rationalization of the provision of A.L. Science Streams.*—The objective of rationalization of the provision of A.L. Science Streams is to provide the A. L. Science pupil in each district the best possible facilities for their studies. The necessary learning environment cannot be provided in schools which have very small classes. Usually, students are keen to find places in larger schools with better facilities; teachers, equipment etc. With the result students who remain in schools with very small class units are deprived of the learning environment needed. The maintenance of small A.L. Science Units is not only wasteful but also unproductive. Therefore there is no justification to maintain small A. L. Science Units except where there is no A.L. Science class within 7 miles of such school.

8. *Starting of 'A' Level Science Streams.*—Generally 'A' Level Science classes will not be approved except under very exceptional circumstances. Hence R. D. EE should give serious thought before recemmonding a school for 'A' level Science stream. It should be noted that availability of Science laboratories is not the only criteria for their determination. G.C.E. 'A' level Science classes will be approved only in schools in category I.AB Maha Vidyalaya, Madhya Maha Vidyalaya.

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9. In the process of recommending schools for approval of G.C.E. ' A ' level Science stream, R.D.EE should satisfy himself that the following conditions have been fulfilled:—

(*a*) No. of pupils qualified for Science Advanced Level Stream from the particular school, should not be less than 20. In addition the number eligible from the schools in the neighbourhood will be taken into consideration. They should be qualified at the G.C.E. (O.L.) examination held immediately preceding the date of recommendation.

(*b*) R.D.EE should indicate in his proposals, available resources (i.e. Science Graduate teachers, physical inputs and equipment). He should satisfy himself that at least two Science Graduate teachers could be provided for the school concerned.

(*c*) The A.L. Science streams should not be started utilizing Science Trained teachers or others not competent to teach in these classes hoping that Science Graduates can be obtained in the future.

(*d*) R.D.E. should ensure that he has taken all necessary action to rationalize A.L. Science facilities in the area and there are no schools with A.L. Science classes within a distance of 7 miles from the proposed School. He should assess the availability of Science laboratories for A. L. Science classes and also necessary equipment. The facilities available in schools nearby with Science A.L. streams also should be assessed in order to optimize utilization of resources at hand. In this context the difficulty of terrain, natural obstacles and transport facilities also should be taken into consideration.

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CHAPTER IV

NATIONAL SCHOOLS

ONE of the proposals in the White Paper on Education is the establishment of 'School Clusters' by grouping together schools within a defined geographical area for the purpose of better organization, management and development. Some very large schools are left out from the school cluster scheme on account of their size and the resources they command. They form a new category of schools, few in number and located mainly in the urban areas of the country.

2. These schools, considered to be at national level, are well established, high in resource levels and can manage their affairs with much less State aid than the average schools. They are to be given the opportunity to become more self reliant. They have become so prestigious that their pupil enrolment has grown out of proportion to the available physical plant and a need has arisen for the future intake of pupils to be rationalized. Their capacity to maintain and develop from the funds that they could generate from the community would enable the State to save funds that are normally given to them and direct these funds to other schools in need of capital investment.

3. The national status given to these schools will make these schools of the highest order catering to the needs of the most deserving students from any part of the country while maintaining their individual traditions and serving as centres of excellence in school organization management and educational development.

4. *Management.*—The National Schools are to be managed by the Principal with the assistance of an Advisory Committee and will be placed under the direct supervision of the Ministry. They will be required to comply with Ministry directives in all matters of policy issues, (e.g. in the matter of School admissions no further expansion will be permitted and pupil numbers will be frozen and if necessary even reduced).

5. These schools will receive a grant from the State to cover the salary payment of the school staff computed on the basis of pupil numbers and no State funds will be allocated for capital works. They will be required to raise additional funds on their own. The management of these schools will be at two levels—a Central Collegiate Board at the Ministry level and an Educational Advisory Committee at the School level.

6. The Central Collegiate Board will comprise the following :—

(1) A representative of the SANF Division.

(2) A representative of the A. F. Division.

(3) A representative of the CDTE Division.

(4) Deputy Director-General—School Supervision.

(5) Accountant, Internal Audit ;

(6) A Representative of the Education Services Ministry.

7. The above Board will be responsible for—

(1) Major policy matters regarding these schools.

(2) Providing guidelines for management and supervision.

(3) Appointing an Educational Advisory Board for each school and deciding on its composition the powers duties and responsibility of its members.

(4) Overall financial control.

(5) Determination of the teaching staff.

(6) Major decisions about buildings and expansion and

(7) Monitoring and assessing performance of the Schools, Principals, and Teachers.

8. At School level an *Educational Advisory Committee* will be established. This body will ensure that opinions and suggestions within the community are taken into account when school policy and practices are bieing formulated and will integrate the objectives and aspirations of the school to the community. The Advisory Committee will comprise the following :—

(1) The Principal.

(2) Two Senior Teachers.

(3) Two parents.

(4) Two past pupils of the School.

(5) An officer of the Ministry of Education.

(6) Two members nominated by the Local authority/DDC.

(7) Two co-opted members to represent higher education, business and industry.

9. The members of the Committee should be genuinely interested in the work of the school and its aims and objectives. They should have a sound knowledge of the school community and its needs, be prepared to attend meetings regularly and take an active part in school functions. The Chairman could be selected by the Committee from among its members (excluding the Principal).

10. The role and responsibilities of the Committee would be as follows :—

(1) To ensure that they are well informed about the general direction and conduct of the curriculum of the school.

(2) To recommend the appointment of the Principal, the teaching and the non-teaching staff,.

(3) To consider the needs of the school and advise on the allocation of resources ,

(4) To maintain the school buildings, playground premises and equipment.

(5) To mobilize the external resources of the School and to ensure the maximum mobilization of these resources and

(6) To look into queries and complaints and explain school policy and practice to the parents.

11. With the direction and advise of the Central Collegiate Board and the Advisory Committee, the Principal will function as the chief executive in the school. His responsibilities will be :

(*a*) The internal organisation of work and the management, discipline, the curricular programme and the supervision of teaching and non-teaching staff.

(*b*) Consultation with the Advisory Committee on all matters connected with the school.

(*c*) Reporting to the Advisory Committee the major proposals affecting the conduct and curriculum of the school.

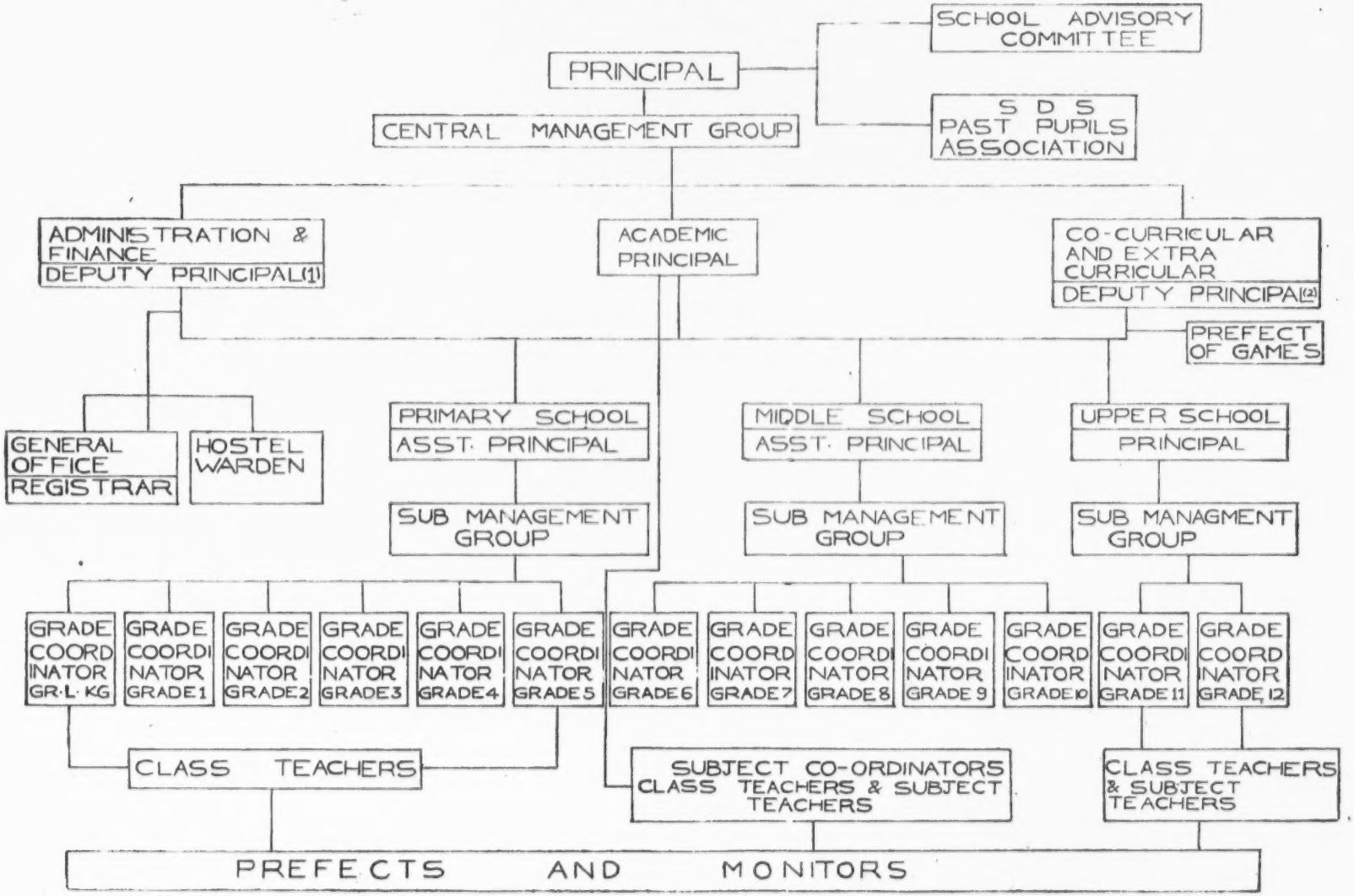
(*d*) Proper disbursement of all monies, the receipt of all dues and the safe custody of all money and property belonging to the school.

12. *School Structure and Organisation.*—The School will comprise three sections :

Primary (Grades 0 — 5)
Secondary (Grades 6 — 10)
Collegiate (Grades 11 and 12)

The numbers in the Primary section will be comparatively small, so that it will be possible to take in a larger number of students at the Grade 6 and Grade 11. The organisation structure within the school will be based on the recommendations of the Management Reforms Report. There will be a Central Management Group which will function as the Education Development Division of the school. The details of the organisation structure are shown in the following Chart :—

PROPOSED ORGANIZATION STRUCTURE



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13. The Principal will have the direct responsibility for the supervision of the academic aspect of the school. He will be assisted by the Assistant Principal of the Primary School and the Assistant Principal of the secondary section. The Collegiate section will be directly under the Principal with authority delegated to the Sectional Heads of the Arts and Science Sections to co-ordinate the work of the subject co-ordinators and grade supervisors of each section. The work of the Subject Co-ordinators will be supervised by the Principal.

14. The School will have a Deputy Principal in charge of Finance and Administration with a Registrar who will assist him in the office management and financial management. The other Deputy Principal will be in charge of the Co-curricular programme of the school. The duties and responsibilities of the supervisory staff will be clearly defined and the necessary authority will be delegated to them by the Principal to carry out these duties. It is expected hat this organisation will result in a definite improvement in the quality of teaching as well as a more effective and efficient managment and organisation in the school.

15. *Selection of Schools.*—A survey of a large number of schools was undertaken and the selection as National schools was based on the following criteria :—

(*a*) The total number of students should be over 2,000.

(*b*) The school should have a well-established Collegiate section with the Science, Arts and Commerce streams with a sufficient number of students in each stream. The A.L. results should indicate that a reasonable academic standard is being maintained in this section.

(*c*) The buildings, furniture and equipment should be adequate for the number of students in the school.

(*d*) The school should be in a position to obtain an adequate amount of financial support from the SDS and the Past Pupils Association and other sources in the community.

(*e*) The school should be generally accepted by the community as one of the best in the region.

16. Thirty schools were identified which were distributed over eight Education Regions. It was found that some schools had certain deficiencies which would have to be rectified if they were to be self-reliant. Accordinglyc, the thirty schools were divided into two categories :

Category A.—Schools which are well-established and could become self reliant. The following were included in this category—

1.	Royal College	..	Colombo
2.	Ananda College	..	Colombo
3.	Nalanda College	..	Colombo
4.	Visakha Vidyalaya	..	Colombo
5.	Dharmaraja College	..	Kandy
6.	Girls High School	..	Kandy
7.	Mahamaya Balika	..	Kandy
8.	Richmond College	..	Galle
9.	Sangamitha Balika	..	Galle
10.	Southlands Balika	..	Galle
11.	Rahula College	..	Matara
12.	Sujatha Balika	..	Matara
13.	Maliyadeva Boys	..	Kurunegala
14.	Maliyadeva Girls	..	Kurunegala
15.	Joseph Vaz College	..	Vennappuwa
16.	Vembadi Girls	..	Jaffna
17.	Hindu College	..	Jaffna
18.	St. Joseph Balika	..	Kegalle

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Category B.—Schools which require a certain amount of capital expenditure to bring them up to National school status. The following were included in this category—

1. Kl/Panadura Sri Sumangala Girls' School
2. Gam/Veyangoda MMV
3. Gam/Gurukula MV
4. R/Sivali MMV
5. Ho/Dharmapala MV, Pannipitiya
6. G/Dharmasoka College, Ambalangoda
7. G/Mahinda College, Galle
8. A/Anuradhapura MMV
9. Bt/St. Michael's College, Batticaloa
10. Bd/Badulla MMV
11. K/Gampola Zahira College
12. Man/St. Xavier's BMV

17. *Plan of Action.*—A workshop has been organised for the Principals of the proposed National Schools by the Staff College, Maharagama. The main objectives are :

(*a*) To discuss and ascertain the views of the Principals on the proposed organisation of these schools with a view to evolving an organisational model for National Schools.

(*b*) To draft the necessary legislation for the establishment of National Schools.

(*c*) To prepare a Handbook for the guidance of these schools.

(*d*) To develop a plan of action for the improvement of Category B schools.

18. Any plan of action for improving National Schools will require greater efforts on the part of the Principal and the Subject Co-ordinators to improve classroom teaching, develop new curricula materials and remedy deficiencies in performance both on the part of pupils as well as teachers. It is therefore essential that Principals of National Schools take leadership roles in the focal areas of educational development. Combined with these tasks is a need for regular inspections within the school by supervisory staff. Similarly, the Collegiate Branch at the Ministry need to organise and implement a comprehensive programme of inspections covering all aspects of school work and functions.

19. The analysis of the findings based on school inspection may be conveniently done in three parts as indicated below.

Part I—Introduction, Objectives and Functions

SECTION i—*General.*—(*a*) Location and land. (*b*) Infra-structure buildings and accommodation. (*c*) Enrolment of pupils enrolment trends—catchment area—feader schools. (*d*) School garden—playgrounds. (*e*) Statistics of pupil population. (*f*) Classification of staff. (*g*) Grade span—class sizes—media of instruction—subject streams (*h*) Attendance and punctuality of staff and pupils (*i*) Discipline and tone of school. (*j*) Cleanliness of pupils and environment.

SECTION ii—*Management and Organisation.*—(*a*) The school plan—long term and short term planning and evaluation system—school calendar—time table. (*b*) Work organisation. (*c*) Organisation structure—divisionalisation—delegation—roles and functions of key personnel. (*d*) Co-ordination, supervision and internal control system. (*e*) Communication and reporting system—staff meetings—division meetings—prefect system—monitor system—morning assemblies. (*f*) Office organisation—filing and documentation—circulars and correspondence—inventory and stock books—log book—admission and attendance registers—boards of survey (*g*) Supportive staff (*h*) Relations and linkage with Department C. E. O. etc.

SECTION iii—*Utilisation of Resources.*—(*a*) Use of manpower resources— even distribution of work—adherence to circular instructions— excesses and shortages. (*b*) Utilisation of land—horticulture— agriculture—school farm—palygrounds—fence and protection. (*c*) Use of available building space—laboratories—workshops— school hall—maintenance—requirements and excesses. (*d*) Furniture and equipment—maintenance and repairs—storage— unserviceable articles. (*e*) Utilisation of finance—allocation of facilities and services and other collections—priority needs—optimum utilisation.

SECTION iv—*Co-curricular Activities.*—(*a*) Leadership and welfare based activities—students Council—students' welfare association— socials—students' unions—excursions and tours etc. (*b*) Literary and Creativity based activities—school magazine—class magazines—subject associations—literary associations—debating club—school exhibitions etc. (*c*) Physical and personality based activities—sports and games—march pasts and drill displays—school band-scouting—guiding—cadetting—adventure and hobby clubs etc. (*d*) Culture and community based activities—arts and drama clubs—religious activities—shramadana— saukyadana first aid club—St. John's ambulance—Red cross— Young farmers' clubs—national youth services—hospital service— community work (*e*) Annual events—Inter-house, Inter-school, inter-district, all island sports, music, dancing and literary competitions—prize giving—educational tours—Sinhala/Tamil/English day, etc.

SECTION v—*School and Community.*—(*a*) School Development Society—Past-Pupils 'Associations—parents' day (*b*) social service—community participation—role of staff and students in community work—community projects—relations with parents and public etc.

SECTION vi—*Student Welfare.*—(*a*) Mid-day meals. (*b*) free books (*c*) water and sanitary facilities. (*d*) canteen—tuck shop (*e*) library, (*f*) Sunday school—extra classes (*g*) placement, guidance and counselling—job bank. (*h*) medical care. (*i*) transport arrangements (*j*) support schemes for needy pupils. (*k*) hostel, etc.

SECTION vii—*Staff Development and Staff Welfare.*—(*a*) In-service training—refresher courses—observation classes. (*b*) study circles and study groups—talks and lectures. (*c*) Orientation of new recruits. (*d*) study tours. (*e*) library facilities. (*f*) staff guild and staff welfare activities (*g*) self assessment of staff—evaluation of teachers. (*g*) Staff room etc.

SECTION viii—*Finance and Accounts.*—(*a*) Annual budget and allocations— accounting system. (*b*) Departmental inputs—external inputs—donations and contributions by SDS/PPA/wellwishers (*c*) facilities and services fees. (*d*) cash book—cheque book and counterfoil registers. (*e*) Science imprest (*f*) Bank reconciliations. (*g*) payments ledger. (*h*) hostel accounts. (*i*) Railway warrants. (*j*) statements of income and expenditure. (*k*) Annual audit.

Part II—Inspection Report

SECTION i—*The Primary school.*—(*a*) Grades—parallel classes—pupil enrolments—teacher availability. (*b*) Curriculum implementation—syllabi and schemes of work—Syllabus coverage—teachers' notes of lessons—syllabus coverage—class records—time allocation—students' exercises. (*c*) Methods of teaching—use of prescribed texts—use of teaching aids—use of laboratories and workshops—practical work. (*d*) Teacher pupil relationships. (*e*) Classroom organisation. (*f*) Evaluation system, diagnostic tests and examinations. (*g*) Remedial work and assignments. (*h*) Recommendations.

SECTION ii—*Post Primary school.*—(*a*) Grades, parallel classes and subject streams—teacher availability. (*b*) Curriculum implementation—time table provisions—syllabii and schemes of work—syllabus coverage teachers' notes of lessons—class records—students' exercises. (*c*) Methods of teaching—use of prescribed texts— use of teaching aids—use of laboratories and workshops—practical work. (*d*) Teacher pupil relationships (*e*) Classroom organisation (*f*) evaluation system, diagnostic testing and examinations (*g*) Remedial work and assignments (*h*) Recommendations.

SECTION iii—*Class Inspection Notes.*—Observations of Inspecting Officers.

SECTION iv—*Reports on the teaching of various subjects.*—Observations and recommendations.

Part III—Summary of Observations

Observations and recommendations with references to relevant paragraphs in the report,

(*a*) Commendable features, drawbacks and weaknesses.
(*b*) Facilities and resources necessary.
(*c*) Facilities and resources in excess.
(*d*) Issues on which follow-up action is necessary.

CHAPTER V

SUPERVISION OF SCHOOLS

DURING the last four years the Ministry of Education has made a conscious effort to rationalize and re-organise the existing system of school supervision in the country. The system was not providing the supervisory support needed by schools and teachers, although much was expected. Effective supervisory support is essential to raise educational standards and to maintain the momentum in the system. However, due to the following main shortcomings it was not forthcoming.

(i) Supervisory personnel pre-occupied with routine administrative work.

(ii) Unorganised and uncoordinated supervision.

(iii) Unhealthy attitudes and relationships.

(iv) Lack of proper follow-up.

2. To eliminate the above shortcomings and to establish a more effective system of supervision, the following circulars and guidelines have been issued :—

(i) Circular No. 1981/18 on monthly programmes of work and School supervision—Nov. 1981.

(ii) Circular instructions on "Reorganising the offices of Regional Directors of Education and Chief Education Officers—1981.

(iii) Structure and work organization of the Education Supervision and School Management Branch—1982.

(iv) Re-organisation of the District Administration—1984.

(v) Circular No. 3/PP/G/3.1 19 May, 1983.

(vi) Management Reforms in the Ministry of Education—1983.

The main objective to be achieved by these measures was to shift the emphasis from routine administration to Educaional Development, and to ensure that at every level of the organisation education gets due priority.

3. The main features of the strategy used to improve supervision are as follows :—

(i) Supervision system coordinated and well integrated with the planning and management systems.

(ii) Delegation of functions and authority so that specially at critical levels, e.g. the School and the district the chief executive officer (Principal and DDE respectively) is relieved of much of his routine administrative work.

(iii) Organizational structure is strengthened, where necessary.

(iv) Accountability for supervision fixed, functions specified and procedure laid down.

(v) Each officer made responsible for the effective supervision of those immediately below and directly responsible to him.

4. However importan tthe structures and procedures are, they will not produce results by themselves. The competence and the commitment of the supervisors are crucial. In this respect steps have been taken to provide for and encourage the professional growth of both supervisors and teachers. The staff college at Maharagama is reorganised and District Manag.ment Centres are set up. But, in-service training is not to be confined to institutional Training. Short courses, seminars, workshops informal discussions are encouraged at every level.

5. Evaluation of personnel and Institutions is to be introduced as a strategy of supervison. Evaluation is not to arrive at once and for all decisions. It is for the purpose of analysing strengths and weaknesses so as to take remedial action. The idea is to improve factors that affect learning of students. For this to be realised, evaluation has to be followed by supervision-a continuous process of guidance and periodic evaluation. Instruments for evalution of personnel are given separately. A format to be used in evaluating Schools is attached.

6. The emphasis now is on remedial aspects of supervision as against punitive aspects. Old ideas and attitudes of "Inspection" have to be gradually changed.

7. There are two kinds of supervision, Administrative Supervision and Professional Supervision.

(i) *Administrative Supervision.*—deals with organisation of the school, with supplies, equipment, record keeping, reporting, nutrition, health, and other aspects of school routine, which help the school run smoothly and productively. School Administration is not an end in itslef. It's purpose is to facilitate learning, more learning and better learning, easy effective and more pleasurable learning. Therefore, it's truism to say that a School which has a good administration is a place where good learning takes place. Availability of buildings and other facilities, for example, does not make a school good. What matters is the use to which such facilities are put. How is the space in classrooms, corridors used ? What use is made of wall space? These are what the supervisor must look for.

(ii) *Professional Supervision.*—primarily deals with ways of supporting Principals and Teachers in their daily work and improving their professional skill and abilities. Its focus is on the material they use, their methods and how these affect the complex learning—teaching environment.I t's more than just watching teachers teach and giving them advice or asking questions. The supervisor must be creative and help the teacher to identify problems and devise solutions. Both the supervisor and the teacher must be partners in improving the learning of students. The teacher must be nurtured and guided and helped to grow, so that eventually he will be able to be self reliant. This does not mean that weaknesses and efficiencies should not be pointed out. It has to be done in a constructive way, with the idea of helping him to grow professionally. He should be praised whenever a good performance is evident. The supervisor has to be patient. He cannot expect to solve all the Teachers' problems at once. Both administrative supervision and professional supervision are important. A good supervisor must do both.

8. The organization of supervision at four spatial levels, School, Division, District and National (Ministry).

A—School

The organization of supervision at School level is the most important. So far this had been neglected. But, the re-organization at school level has been on the firm basis that the Principal is the first line manager and should take the full responsibility for planning and carrying out a programme of development. To achieve this the following changes have been introduced.

(i) The supervision structure has been strengthened by providing for the appointment of Deputy Principals Sectional Heads, Grade Co-ordinators and Subject Co-ordinators. The Supervisory staff is made available over and above the eligible teaching staff, on the basis of enrolment and type of school.

(ii) Delegation of routine administrative work with appropriate decision making authority, so that, the Principal can take over the more important educational development work. He is personally made accountable and is required to do a number of hours of supervision on specified tasks.

B—Divisional

In the four pilot districts the circuit system is abolished. The supervisory work of the general C.E.O. has been made the responsibility of the C.E.OO. (Ed. Management) in the D.E.O's office. In order to have closer supervision of schools than under the earlier system the C.E.O. is expected to :—

(i) Draw up a programme of supervision for the Year to cover all schools in the Division. Two days a week are to be devoted for supervision and the programme is to include both team visits and incidental visits.

(ii) Liaise with DDE to get specialist C.E.OO and Master teachers to reinforce supervision teams.

(iii) Maintain a file for each school to facilitate follow-up action on Inspection Reports. Progress to be reviewed quarterly.

C—District

With the establishment of Divisional offices and the reorganization of the District Office, the DDE is made personally accountable for the supervision Division in the office in addition to being the Head of the District office. He has to be responsible for the following in respect of his supervisory duties.

(i) Oversee the supervision programmes of the Divisions.

(ii) Lead Inspection teams.

(iii) Draw up the District supervision programme as in B (i) above. This should include at least one team inspection a week. Each officer should visit at least two schools a week. Each specialist C.E.O should visit all schools where his/her subject is taught at least once a year.

(iv) Co-ordinate supervision programmes to make available specialist C.E.OO and Master Teachers for Divisional Teams.

D—Ministry

Supervisory work at this level is mainly in respect of —

(i) Team visits to evaluate the quality of supervision and its effectiveness at District/Divisional levels.

(ii) Construction of Tests for Pupil Evaluation.

(iii) Action to up-grade theory and practice of supervision.

(iv) Supervision of 1A/B Schools.

9. Internal supervisors and External supervisors perform supervisory duties in schools. Internal supervisors are the Principals and their management teams. External supervisors are the ducation personnel in the Ministry and the Department. It is obvious that some of the external supervisors will be able to visit schools only for short periods and at long intervals. These visits will tend to take the form of "inspections" ,in the sense that a school will be examined and evaluated at some time and advice given for its improvement. But, what is desirable is to have a programme so organized as to make "supervision" a continuous process of giving personal guidance based on frequent visits. This objective can be achieved by adopting a programme on the following lines :—

(i) Internal supervisors being attached to the schools have more time and opportunities to assist teachers They should be helped to become better supervisors and the Internal supervision system should be made to function better.

(ii) Discussions, seminars, workshops, group work, Teachers clubs etc. should be encouraged at every level.

(iii) Team and individual school visits should be so cordinated that follow-up action is possible without the same officer visiting again.

(iv) Services of specialist C.E.OO and Master Teachers should be better utilized in organizing these programmes

10. After each supervisory visit the supervisor (s) should meet the teacher or Principal and staff in case of team visits, to discuss his/their observations and recommendations. This will help clear wrong impressions and enable agreement as to what can be done to improve standards. If at the end, a report is written as is usually done after a team visit it should be written for the benefit of the school and to assist the Principal and staff. The report should be accurate, constructive and brief. The emphasis should be on recommendations for improvement and not on details of what is wrong. They can be briefly pointed out before making concrete suggestions. The report can be brief and accurate because all details and minor points should have been discussed at the joint meeting with staff and misunderstandings cleared.

District Supervision Programme

A few guidelines are given below for consideration in drawing up a supervision programme for the District.

(1) D.D.E's programme of team visits for the year should cover all 1A/1B schools and other schools identified for development.

(2) D.D.E. to evaluate the supervision programme of each division every term.

(3) Incidental visits of District Officers to schools in (1) above to ensure follow-up action and report of progress.

(4) Specialist C. E. OO to strengthen divisional teams.

(5) Visits by specialist officers to schools where their subjects are taught.

(6) Formats to be used to record observations on general administration and organisation and on classroom teaching. Formats to be drawn up, so as to encourage the supervisors to comment and suggest improvements, which will lead to better class room practices—Formats are attached.

(7) He should form supervision teams consisting of five or six officers, including both specialists and generalists. The composition of the teams should be such that a team or a combination of 2/3 teams can be sent to a school depending on its type and strength.

(8) These teams should be asked to look into the work of the whole school, even if specialist officers for certain subjects areas are not on the team. They should be able to do it in a general way and request a thorough supervision by a specialist, if found necessary.

(9) Each D.E.O. will have a programme for the Divisional team to visit all IC Schools not covered by the District team and also Schools especially selected by him for development.

(10) Each of the four C. E. OO in a Division should be assigned specific supervision functions. He will supervise the work of all schools in relation to such function and in addition ensure follow-up action.

(11) Each school should maintain a file for supervision reports, copies of relevant log entries, notes for follow-up action etc.

12. *Assessment of the School as an Institution.*—The object of this assessment is to examine a school with reference to its aims and objectives, its management and organisation, its resources, its standards of achievement and its relationship with the community. The rating of each item is to be done on a four-point scale as follows :—

A — Very good
B — Good
C — Can be improved
D — Major improvement needed

Where further clarification is needed, additional remarks/observations may be included.

(1) *Planning and Organisation*

1.1 The school has a clear set of objectives.

1.2 An annual implementation plan has been formulated based on available data and pre-determined priorities.

1.3 Projects and activities have been planned and responsibility has been delegated to members of the staff.

1.4 Progress control of these projects is effective.

(2) *Teaching Programme*

2.1 Schemes of work have been prepared for all grades and in all subject areas.

2.2 All teachers write regular notes of lessons and maintain records of work done.

2.3 Staff discussions are organised to discuss the content of work and to help them to understand it.

2.4 Opportunities are provided for the in-service training of teachers.

2.5 Principal considers the implementation of the circular programme his personal responsibility and provides his assistance with the necessary guidance and leadership.

(3) *Pupil Evaluation*

3.1 There is an organised scheme of pupil evaluation and systematic records are maintained.

3.2 The records are useful for the teachers to—

(i) identify the individual needs of children;

(ii) assemble information relevant for discussion with parents.

(4) *Pupil Development*

4.1 Provision has been made for—

(1) slow learners;

(2) gifted children;

(3) children with behaviour problems;

(5) children who have a special skill or talent.

4.2 Opportunities have been provided for the development of initiative and responsibility.

4.3 Pupil welfare services have been organised.

(5) *Staffing*

5.1 The school has a sufficient number of teachers and ancillary staff.

5.2 Work has been equitably distributed among class teachers and non-class teachers.

5.3 The teachers who have special responsibilities know their duties and meet the needs of the school.

5.4 The ancillary staff have been given their duties and there is an officer responsible for their training.

5.5 Staff meetings are held regularly according to a well-planned agenda.

5.6 Staff meetings are conducted in a democratic manner and there is full participation by the staff.

(6) *Physical Plant and General Environment*

6.1 The physical plant available is put to maximum use.

6.2 Storage facilities and maintenance of inventories is satisfactory.

6.3 General cleanliness and maintenance of the school premises is satisfactory.

6.4 Maximum use has been made of the available space.

(7) *Co-curricular Programme*

7.1 The school has a well-organised co-curricular programme.

7.2 There is a high degree of pupil participation.

7.3 It caters to the interests and needs of all pupils in the school.

(8) *Administration*

8.1 The school office is efficiently run and the office staff are aware of their functions and responsibilities.

8.2 All statistics and records are maintained systematically.

8.3 The accounting system is streamlined and all books are properly maintained.

(9) *Parental and Community Involvement*

9.1 Opportunities are provided for parents to discuss their children's development with the Principal and class teachers.

9.2 The school has an effective S. D. S. and Past Pupils' Association.

9.3 The school has developed healthy relationships with the neighbourhood and makes maximum use of the resources available.

OBSERVATION FORM—GENERAL

Name of School :
Name of Supervisor :
Designation :
Address :

Date :

Observations/Comments

1. *School Administration*

- Organisational structure

  Delegation of responsibility and authority
- Delegation with regard to Curricular Programme/Supervision
- Delegation with regard to Administration/Discipline.

2. *School Plan*

- Whether routine School activities properly planned and implemented. (Implementation plan Part I)
- Whether there is a comprehensive plan for the total development of the school—Give programmes and projects (Implementation Plan Part II).
- Whether implemented and adequately controlled. What is the frequency of project monitoring and evaluation

3. *Administration of School Physical Plant*

- Inventories/Sub-Inventories, Boards of Surveys.
- Cleanliness and upkeep of :
  - Garden
  - Playground
  - Buildings
- Maintenance of water supply, toilets
- Is proper use made of the Library—lavatories?

4. *Office Management*

- Maintenance of School Records
- Correspondence disposal
- Maintenance of Files
- Supervision of minor employees
- Facilities and Services Fees Account
- Petty Cash Imprest

5. *Attendance and Leave of Teachers and Students*

- Leave Records-Excess leave
- Accounting of No-pay leave
- Punctuality
- Early leaving by Teachers/Students

Whether satisfactory arrangements are made to prevent neglect of work due to absence?

6. *Communication flow*

- How often is school Assembly held?
- How often are staff meetings held?
- Are minutes kept and follow-up action taken?
- Do Sectional Heads have their group meetings?
- How adequate is the Communication flow among Principal and teachers, staff and students.?

7. *Welfare activities for teachers and Students*
Give brief Account of both

8. *School Community Relationship*

- S.D.S./O.B.A. etc.
- Comment on the existing relationship

N.B.—You will discuss your observations and suggestions with the Principal. His opinion should be taken into consideration when writing the detailed report.

Signature.

OBSERVATION FORM
(*Class Work*)

Name of School :.....

Class :-..... Subject :..... ..... Lesson/Unit :- .....

Name, qualifications of Teacher : .....

Number of students today.....
in class :.....

Name of Supervisor :.....

Designation, Address :..... Date :.....

Observations

1. Lesson—objectives and lesson plan contents and adequacy of plan.
2. Introduction and progress of lesson and teaching technique. How far objectives were achieved?
3. Whether students encouraged to reason, deduce, offer opinion to imagine, create or to develop interests in reading, writing etc.?
4. Type of student activities and student observations. Practical work.
5. Type of Teacher-Student relationship-(climate).
6. How learning is related to life experience of children.
7. Use of resources from the environment, opportunities to learn outside class room. Use of Library.
8. Use of feedback to reinforce learning both oral and written. Students exercise books, work books.
9. Class arrangement, use of display. Availability and proper use of equipment. Proper use of space.
10. Class/ Group/ Individual/ work. Group work how well supervised.
11. Home work, assignments, tests comment on suitability and adequacy.
12. Records maintained. Whether information in records used for remedial action.
13. Type of remedial/ enrichment work.
14. Overall assessment including amount of work covered—to date and remedial action that needs to be pursued.
15. Comment on
    (*a*) The internal supervision system and its effectiveness. Co-ordination of work in parallel classes.
    (*b*) In-service programme for teacher development training needs.

Signature

N.B.—You will discuss your observations and suggestions with the teacher (s) concerned. Their opinions should be taken in to consideration when writing the detailed report.

CHAPTER VI

SCHOOL STRUCTURE

THE aim of this project is to assist the Regional Directors of Education, Divisional Education Officers and Principals to decide and design appropriate organization structures for schools. This project provides guidelines based on the recommendations in the Management Reforms Report and the Ministry Circular on Staff of Schools.

2. The problems of schools have been analysed in the Management Reforms Report. The following extract taken from the " Summarised Inventory of Organization and Management Problems in Schools (Individual School Level) " of the Management Reforms Report illustrates the structural problems :

Structural

- Lack of suitable organization arrangement for allocation of functions and project work, divisionalization of work, decentralization, delegation, setting up accountability responsibility centres structure designed to implement work processes in an optimal manner.
- Inadequate arrangements to allocate work to individuals and work groups and ensure optimum performance both qualitatively and quantitatively as well as handle teacher absenteeism. Insufficient interest to foster the growth of lateral functional groupings among staff for quality improvement and quality control of of teaching programmes.
- Deficiencies in co-ordinating and communication arrangements both within the school and also in relation to links outside.
- Lack of skills, in financial management for improving managing of resources as well as securing greater cost accounting and cost effectiveness in the school.
- Inability to establish and sustain an appropriate organisational climate for teacher and student discipline
- The inadequate design of work responsibilities of Principal, Deputy Principal, Sectional Heads and Grade teachers for roles of teacher—supervisor-manager.
- Inadequate personnel evaluation methods to identify high quality performers for promotional purposes.
- Poor structural arrangements for supervision of classroom teaching, evaluation and implementation responsibilities for a follow-up programme.

3. The following are the major changes proposed, relevant to the organization structure :

- Principal to be considered the first line manager of the school ;
- Delegating more authority to the Principal ;
- Establishing " Management Groups " in schools to function as " Education Development Divisions " of schools;
- Providing for Supervisory grades and making other staff arrangements;
- Creation of posts of subject coordinators in schools with over 2,000 pupils;
- Creation of posts of Registrars in schools with over 3000 students ;
- Divisionalisation into Administrative, Academic and co-curricular divisions ;
- Principal to head the academic division ;
- Encouraging " Institutional Planning " in schools ;

4. In designing an organisation structure for a School its size and category should be considered. The present types of Schools are as follows :—

- Grade 1A/B Schools with or without hostels, having classes from LKG to grade 12 or from grades 6 to 12 with A/L classes in all three streams ;
- Grade IC Schools having calsses from LKG or Grade 6 to 12, but without A/L classes in Science subjects and hostels ;
- Grade 2 Schools having classes from LKG to 10 ;
- Grade 3 Schools having classes from LKG to 5 or up to 8.

5. The provisions of the Staffing circular have to be kept in mind in designing an organization structure for a School, This circular provides for the appointment of a Supervisory staff which consists of Deputy Principals, Assistant Principals, Subject Coordinators, Grade Coordinators and Supervisors. The number of supervisors (inclusive of Deputy or Assistant Principals) necessary for a School has to be decided on the student population. The Chart given below illustrates this :

Appointment of Supervisory Staff

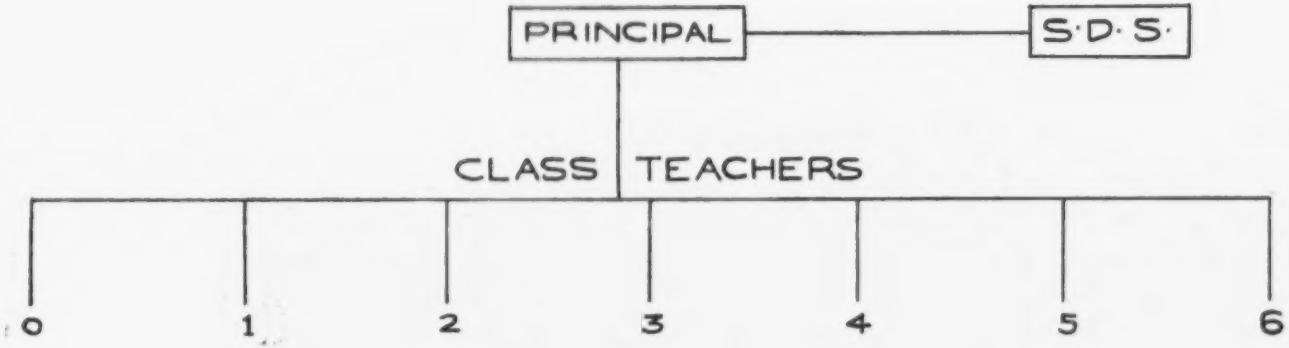
Student Population	*Number of Supervisors*	*Remarks*
Less than 200		—
200— 500	1	Can be appointed Assistant Principal
501— 750	2	Can be appointed Assistant Principals
751—1000	3	Can be appointed Assistant Principals
1,001—1,250	4	
1,251—1,500	5	
1,501—1,750	6	One could be appointed Deputy Principal
1,751—2,000	7	One could be appointed Deputy Principal
2,001—2,250	8	
2,251—2,500	9	
2,501—2,750	10	Two Deputy Principals permitted
2,751—3,000 and above	11	

6. The organation structure of a school may vary according to the grade span, curricula offerings, the media of instruction and the composition of the student population—viz. boys, girls or mixed. In small schools multi grade teaching arrangements may have to be made. In designing the structure the responsibility of imple menting various programmes and projects of Parts 1 and 2 of the School plan should be very clearly indicated. Functions should be allocated to specific individuals and the structural arrangement should facilitate the process. It is also important to give due consideration to the environmental linkages while developing structures.

7. A few suggested organisation structures for schools of different sizes and complexities are shown in the tables below :—

TABLE 1

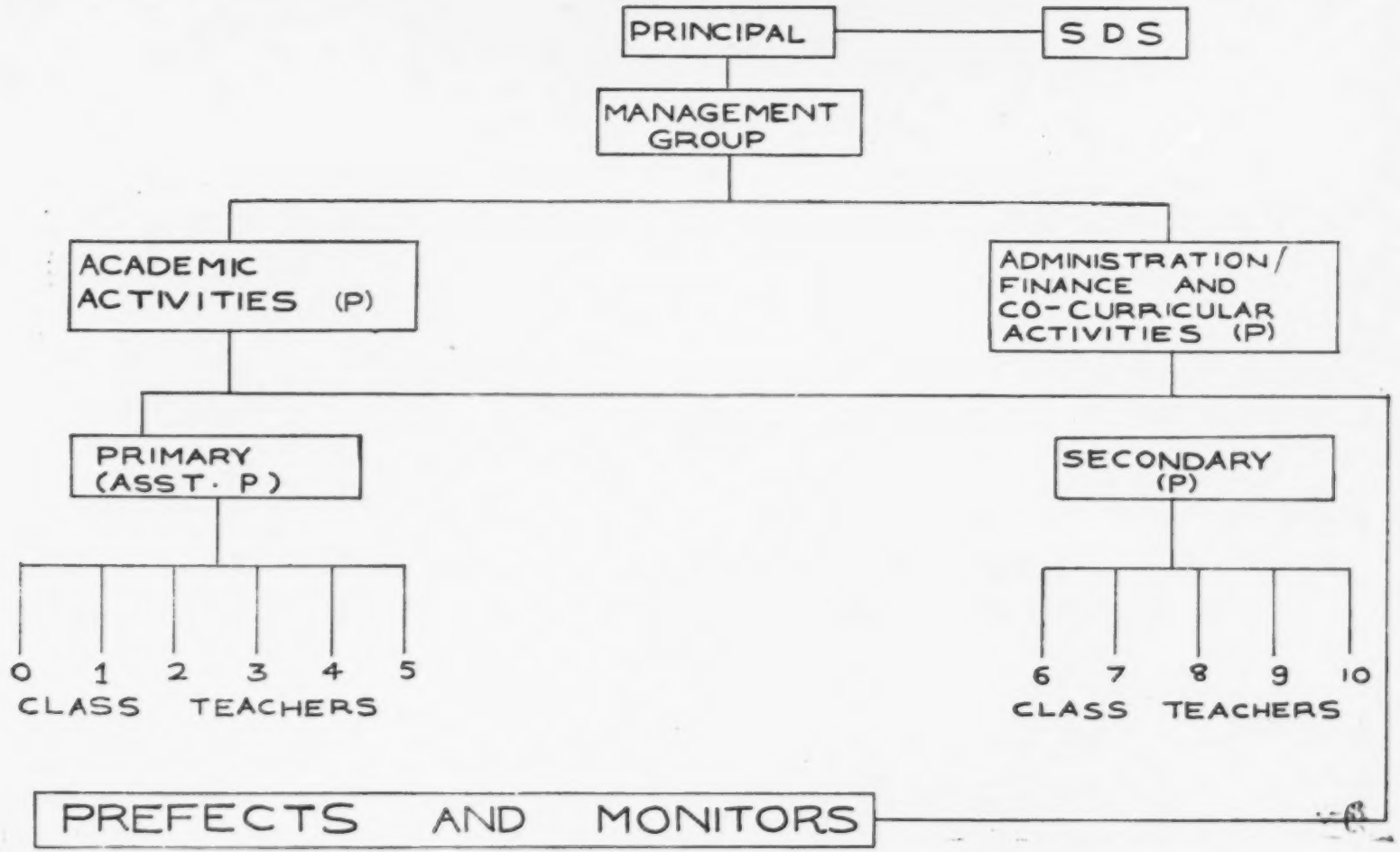
AN ORGANIZATION STRUCTURE FOR A SCHOOL WITH LESS THAN 200 STUDENTS



THIS IS A SIMPLE STRUCTURE AND THE NUMBER OF STUDENTS ON ROLL AS WELL AS STAFF DOES NOT PERMIT SECTIONAL HEADS OR SUPERVISORS

TABLE 2

AN ORGANIZATION STRUCTURE FOR A SCHOOL WITH 201-500 STUDENTS



In this more complex structure there is provision for an Assistant Principal who is entrusted with the task of supervising the primary school.

Table 3.—**An organization structure for a School with 501-1,000 students**

As the size and the complexity of the School grows the structure too becomes more complex. This structure provides for supervisors and from amongst them Assistant Principals are appointed. The supervisory staff together forms the " Management Group ".

A School with over 1,500 students can have Deputy Principals as well as a range of supervisors, some of whom are designated Assistant Principals, Grade co-ordinators and Subject co-ordinators. Tables 5 and 6 show the more complex structures that accommodate such a supervisory staff.

TABLE 3

AN ORGANISATION STRUCTURE FOR A SCHOOL WITH 501-1000 STUDENTS

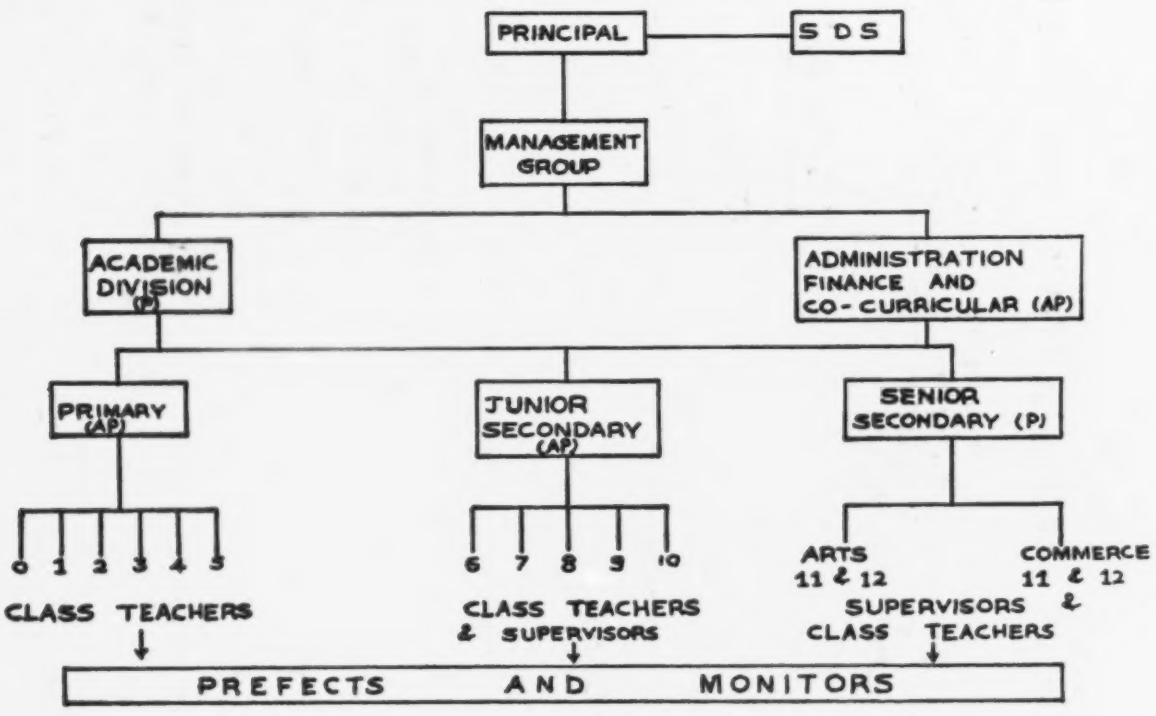


TABLE 4

AN ORGANISATION STRUCTURE FOR A SCHOOL WITH 1001-1500 STUDENTS

THE ADMINISTRATION, FINANCE AND CO-CURRICULAR FUNCTIONS COULD BE ASSIGNED TO THE SENIOR ASSISTANT PRINCIPAL AS THE LARGER STUDENT ENROLMENT WILL REQUIRE THE TOTAL CONCENTRATION OF THE PRINCIPAL IN THE ACADEMIC SPHERE

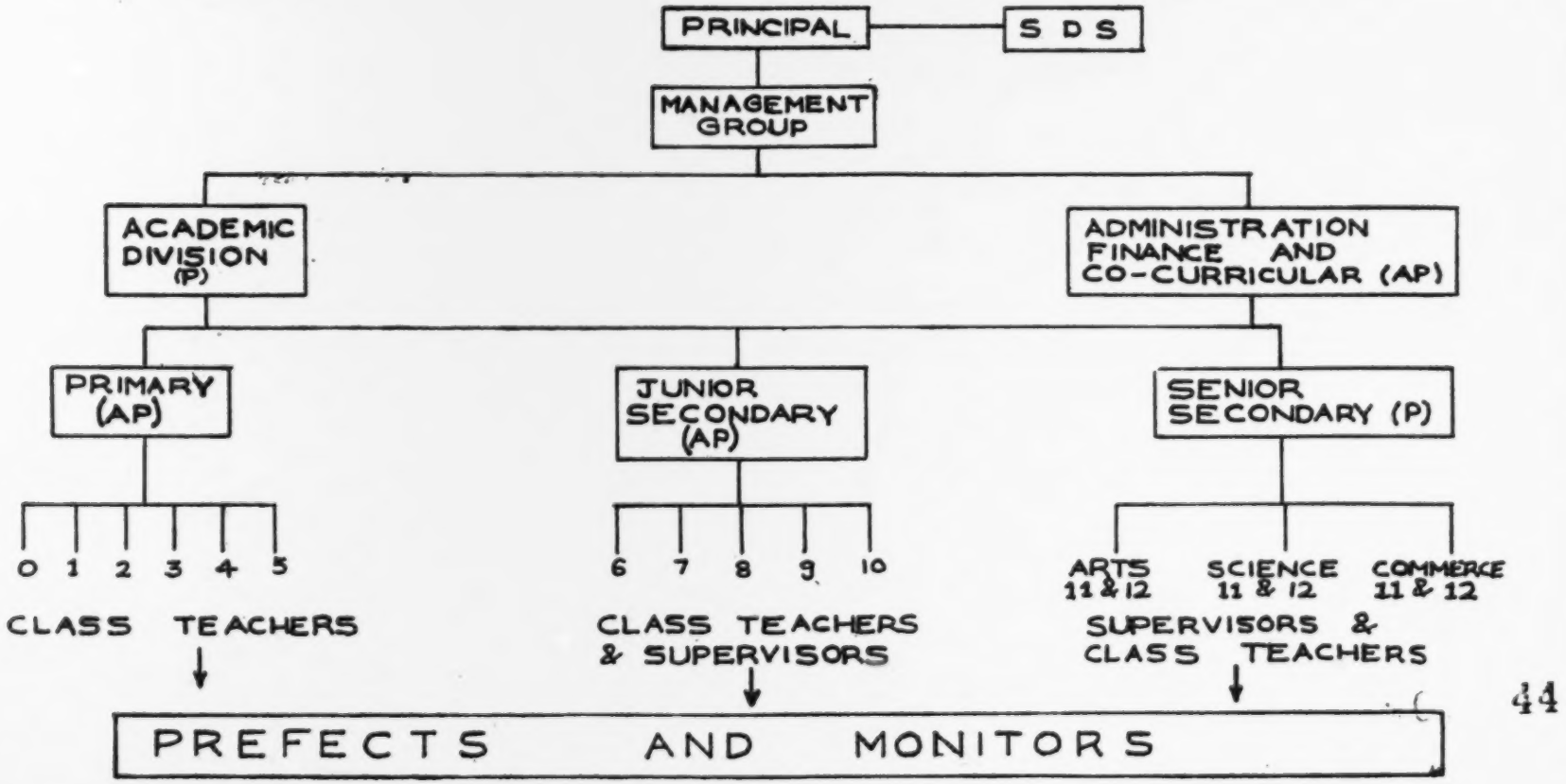


TABLE 5

AN ORGANISATION STRUCTURE FOR A SCHOOL WITH 1501 -2500 STUDENTS

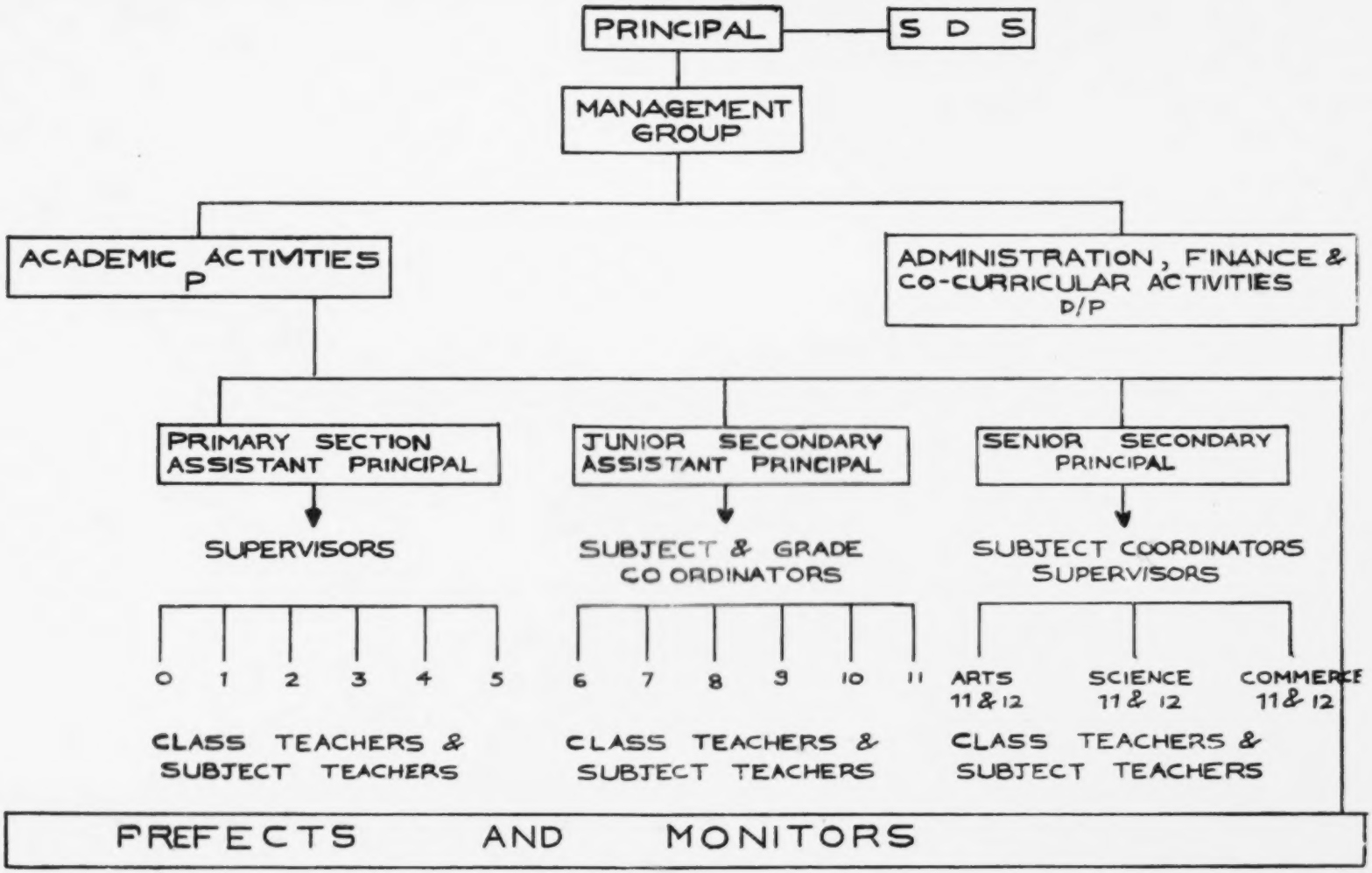
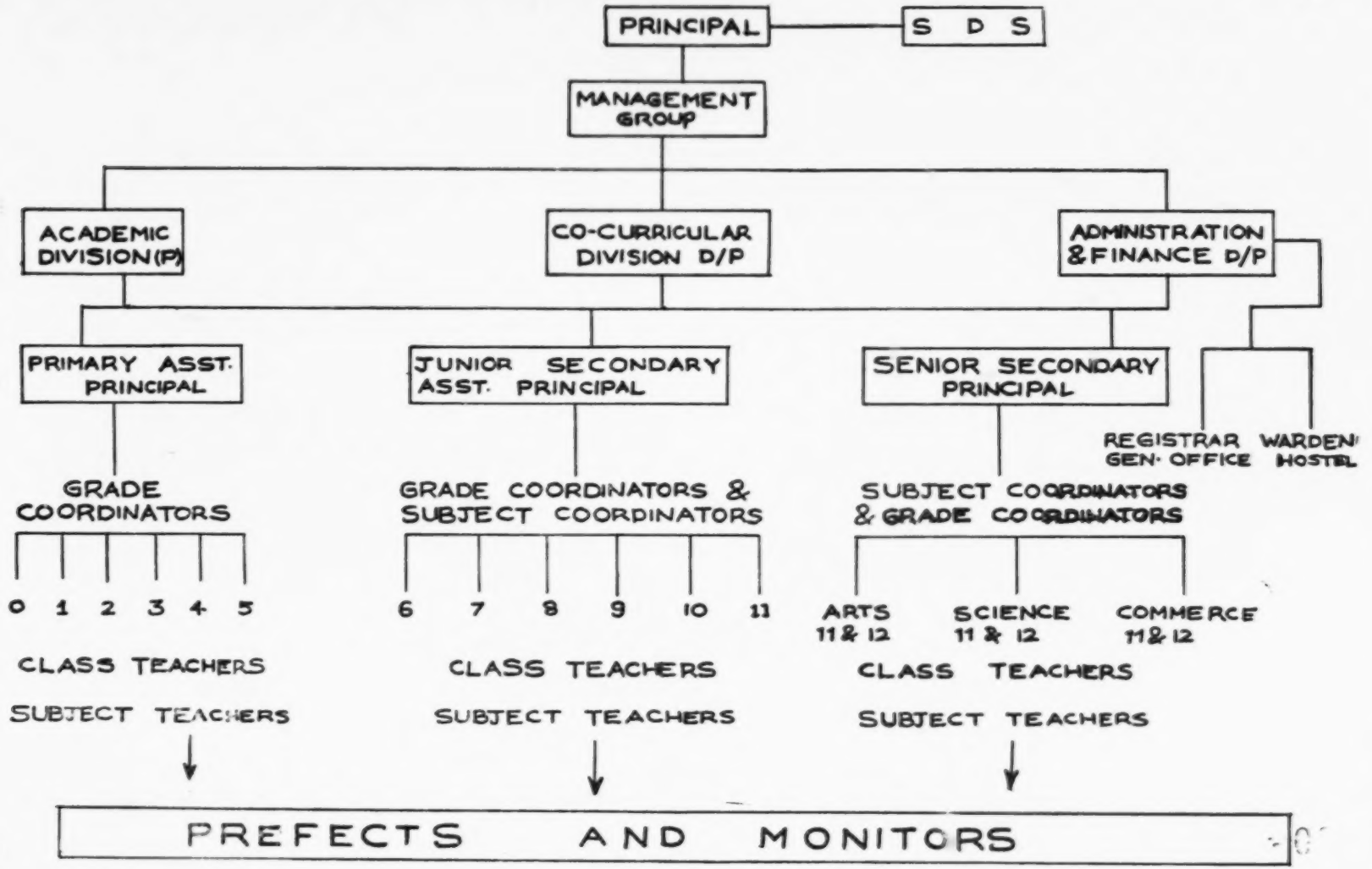


TABLE 6

AN ORGANISATION STRUCTURE FOR A SCHOOL WITH OVER 2500 STUDENTS



8. As these tables indicate, a school can have supervisory staff depending on its student population. Grade co-ordinators are appointed when there are a number of parallel classes in a grade or grades. Subject co-ordinator are appointed when there are a number of teachers teaching the same subject areas in different grades. While the grade co-ordinators look into the administrative aspects, the subject co-ordinators look into the quality improvements in curricula and teaching. In schools where the supervisory cadre is insufficient to appoint subject co-ordinators, or the Grade co-ordinators do not have sufficient work, supervisors should be appointed to do the work of both subject and grade co-ordinators. Where the size and complexity of the school does not provide for the appointment of grade co-ordinators and subject co-ordinators, the supervisors are appointed. These supervisors will have to perform the functions of both.

9. An Assistant principal is appointed out of the supervisory staff. He will be in charge of a section of the school or a functional division in schools with 1,000–1,500 pupils. Functional divisionalization of a greater degree is possible only when Deputy Principals are appointed. Functional divisionalisation can be done as follows :—

(*a*) Academic ;

(*b*) Administration and Finance ;

(*c*) Co-curricular activities.

The functions of Principals, Deputy Principal in charge of various divisions, Sectional Heads, Grade co-ordinators and subject co-ordinators are noted below. These functions need to be suitably combined in schools of smaller pupil enrolment and organizational complexity.

Function of a Principal

This position involves providing educational leadership and initiative in planning, organising, co-ordinating, and control of all educational administrative and co-curricular programmes to advise and maintain the desired level of persormances.

1. Overall supervision of the school.
2. Exercising authority as Chief Executive of the school.
3. Co-ordination of activities of the three Divisions—
4. Functioning as Head of the Academic division.
   - 4. 1 Selection of students for admission.
   - 4. 2 Time table preparation, implementation assigning of functions and duties.
   - 4. 3 Instruction, guidance and training to the teachers with regard to—programmes, schemes, and records to be prepared and maintained—syllabuses, course guides, etc.
   - 4. 4 Curriculum development activities.
   - 4. 5 In-school supervision of teachers.
   - 4. 6 Remedial teaching.
   - 4. 7 Maintenance of pupil records.
   - 4. 8 Examinations and tests.
   - 4. 9 Annual budget of the division.
   - 4.10 Evaluation of Teachers and students.
5. Functioning as head of a section—
   - Sectional time-table preparation and implementation
   - Preparation of the Sectional Budget
   - Appointment of supervisors
   - Sectional supervision programme
   - Teacher evaluation
   - Pupil evaluation

6. Functioning as Chairman of the Management Group.
7. Functioning as President of the School Development Society.
8. Preparation, implementation and reviewing of the School Development Plan and the annual implementation programme.
9. Maintenance and development of the School Library.
10. Staff development programme.
11. Annual School Report.
12. Tests, examinations.
13. Work norms for teachers.
14. Techniques and methods of teaching.
15. In-school supervision programmes.

Functions of the Deputy Principal in charge of Administration and Finance

This position involves providing of administrative leadership and initiative in providing administrative support and other facilities to run the organisation. As the chief administrative executive he is responsible for introducing and implementing management and administrative system, procedures and practices for efficient and effective functioning of the organisation.

1. Overall responsibility of the Division.
2. Providing administrative support and other facilities necessary for the other divisions.
3. Functioning as a member of the Central Management Group.
4. Administration of students services.
5. Personnel administration, academic and non-academic personnel.
6. Preparation of the Division budget and the College budget. Assistance to other Divisions for preparation of the Annual budget.
7. Distribution of the Tappal.
8. All financial matters, preparation of final accounts and other financial reports.
9. Matters relating to buildings, telephones, season tickets, railway warrants, electricity, etc.
10. Supplies.
11. Stores and record room.
12. Hostel administration and accounting matters.
13. General administration of the College.
14. All discipline matters of all the personnel.
15. Assisting Principal for preparation of the School Plan and the Annual Implementation Programme.
16. Any other function decided by the Principal.

Functions of the Deputy Principal in charge of Co-curricular Activities

This position involves the providing of leadership and initiative in planning, organizing, co-ordination and control in preperation and implementation of the co-curricular activities programmes, and also the programme for institutional development.

1. Organising co-curricular activities programmes and implementation.
2. Development of associations, clubs, etc.
3. Maintenance of records.
4. Cadeting, Scouting and similar activities.
5. Annual Sports Meets and Inter-House Competitions.
6. Other Competitions, Religious activities, Cultural and Religious ceremonies.
7. Affiliation with National and International Organizations.
8. Sports activities.

9. College discipline, Guidance and Counselling.
10. Preparation of the Divisional budget and maintenance of accounts.
11. Financial control of all associations, clubs, etc.
12. Assisting the principal in the preperation and implementation of the School Plan and the Annual Implementation Programme.
13. School Development Society, Past Students Association.
14. Organising, Maintenance of the Data Bank.
15. Any other function decided by the Principal.

Functions of a Grade Co-ordinator

1. All administrative matters relating to the grade.
2. Discipline matters of the grade.
3. Attendance of students and teachers and arranging relief work for absent teachers.
4. Preparation of the time table and implementation for the grade.
5. Maintaining and up-dating the pupil records.
6. Collection and handing over of the facilities fees.
7. Meeting the parents and briefing them.
8. Co-ordination with other grades.

Functions of a Subject Co-ordinator

1. The qualitative improvement of teaching.
2. Preparation of schemes of work by teachers and implementation.
3. Classroom supervision of teachers and improvement of teaching practices.
4. Distribution of syllabuses, course-guides, etc., ensuring the coverage of syllabuses and curricular re-design,
5. Tests and Remedial teaching.
6. Evaluation of Teachers and Pupils.
7. Curriculum development and improving instructional materials.

Functions of a Supervisor

This position involves providing educational leadership and initiative in planning, organizing, co-ordinating, Education instructional programmes, Student development programmes and Staff development programmes; initiating action to introduce new techniques and metho s of teaching, pupil evaluation, teacher evaluation, performance evaluation and maintaining the necessary record, etc.

1. Admission of students.
2. Preparation and implementation of time table and other connected matters.
3. Instructional programme, supervision programmes and evaluation programmes.
4. Syllabi Course guides, etc. and curriculum development.
5. Tests.
6. Pupil Records.
7. Training of new teachers and staff development programmes.
8. Co-curricular and extra curricular programme implementation.
9. Co-ordination with other sections and Divisions.
10. Functioning as a member of the central management group.
11. Functioning as a Chairman of the sub-management group.
12. Any other function as decided by the Principal.

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10. The Management Group is an important devise to give emphasis to development aspects of the school. It is the development division of the school and details regarding its functioning is given in the Management Reforms Report. This group consists of the Principal, Deputy/Assistant Principals, Grade Co-ordinators, Subject co-ordinators and Supervisors. The functions of the Management Group are noted below :—

Functions of a Management Group :

(1) Preparation, implementation and review of school plan and implementation programmes.
(2) Student development programmes.
(3) Staff development programmes.
(4) Institutional development programmes.
(5) Education development and supervision.
(6) Annual budget.
(7) Co-ordination of activities of the sub-management groups.

11. The members of the Management Group could be appointed as co-ordinators or implementors of programmes and projects of the School plan. The overall responsibility of implementing the programmes and projects of the school plan rests with the principal. Other teachers should be members of various committees for implementation. In the allocation of work the functional area and the person in-charge of the function should be considered. For example, the programme of new enrolment may be assigned to the head of the Administration Division and the component activities may be assigned to the others such as Assistant Principal in charge of the Primary Section. The chart given below is a suggested format for implementation of programmes and projects of the School Plan.

Responsibility for the implementation of the Programmes and Projects of the School Plan

Responsibility	Programme	Projects	Activity	Target date for completion	Expected results
Principal ..					
Deputy Principal (1) ..					
(2) ..					
Assistant Principal (1) ..					
(2) ..					
Grade Co-ordinators ..					
Subject Co-ordinators ..					
Supervisors ..					
Class Teachers ..					
Other Teachers ..					

12. The Principal should delegate authority to the Deputy Principal, Assistant Principals and others in order to fulfil their duties. They will be held responsible to the extent of the delegated authority. A school as an organisation, like any other organisation, acquires resources from the environment of which it is a part and in turn has to seek the acceptance of its services by the environment. The survival of an organisation depends on the acceptance of satisfying the environment. It has to get a feed back from the society. A school has to be interact with the external envirnoment and external organisations. Thus the following factors cannot be ignored in its decision-making :—

- Teachers and other employees and their loyalty to the unions.
- Attitudes of the Parents.
- Private Schools and tutories.
- Government rules and regulations.
- Supplies and assistance from the immediate environment.
- Other schools in the area.

13. The School Plan, the Management group and the School Development Society are devices which ensure wider participation internally and externally. The School Development Society which includes parents, past pupils and well-wishers of the School should provide ample opportunity to link the community with the school. This will bring forth mutual benefits—the school, tapping the resources in the environment and the community, obtaining leadership from the school for its development council, managing such aspects as social, cultural and religious activities could " shape " its community thereby even restructuring the environment in which the school exists and develops.

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CHAPTER VII

STRUCTURE AND FUNCTIONS OF RDE/DEO OFFICES

THE reorganisation of the offices of the Regional Directors of Education and Chief Education Offices of 1981 aimed at—

- Rationalising the administrative system of all Education offices.
- Making Regional Directors to be full flegged Heads of departments.
- Making Regional Directors of Education personally responsible for the Education Development of the region.
- Introducing and developing School Planning, District Planning.
- Delegation and assignment of some of the centralized functions to the region.

This system has been in operation since 1981 but due to many problems and shortcomings the expected results could not be obtained.

2. The Report on Management Reforms proposed in the Ministry of Education, inter alia, states that—

"A Principal weakness of the R.D.E. offfice is that the over-centralization of the functions—Education Administration and Development in this office has created a "System overload". This problem will in future be eased by the proposal to deconcentrate and delegate this work to offices at the sub-regional level. Linked with this programme of deconcentration a basic change needs to be done in the structure and functions of the R.D.E. Office, as this office will need to play a significant development role with the substantial reduction in its operational work resulting from this change."

3. The Management Reforms Report recommends a number of changes in the district administration. Among these changes are the creation of —

- A Sub-regional level ;
- School zones for planning ;
- District Management Centres ;
- Chief Planning Officers and Planning Officers ;
- Changing the organisation structure of the R.D.E. Office ;
- Abolition of the circuit system.

4. *Sub-Regional Offices.*—There will be number of Divisional offices under the present Regional Director, each such Divisional office serves only for 100 to 150 schools or even less depending on the area. All routine matters will be assigned to these divisional offices. This proposed Divisional office will be known as "Divisional Education Office" and the Education Officer who is in charge of this office is named as "Divisional Education Officer". With the establishment of this D.E.O's office, the present Circuit System will be abolished. All activities performed by the Circuit Education Officer will be assigned to the relevant divisions in the D.E.O. office and C.E.OO will function as Heads of divisions/branches in the D.E.O's office.

5. The Divisional Education office will have four Divisions for—

- Administration ;
- Finance ;
- Education Development ; and
- Education Administration.

6. *District Level.*—The central functions of the District level offices in future, as mentioned in the Management reforms report will be for—

- Policy formulation and Planning ;
- Organisation development of schools and clusters ;
- Staffiing, evaluation and development ;
- Co-ordination implementation management of operating programmes and projects ;
- Maintaining motivation and morale ;
- Control ; and
- Evaluation of institutions and programmes.

7. The present Regional Education office will hereafter be called as " District Education Office " and the Regional Director will be called as " District Director of Education ". The District Education Office will have three Divisions namely :

- Planning Division ;
- Supervision Division ; and
- Services Division.

A Chief Planning Officer and a Planning Officer will be made available to the District Office to assist the D.D.E. in Planning. D.D.E. will function as the Head of the Supervision Division and the branches of this division will be headed by the D.D.E. and the Ch.E.O. The inspections of schools will be done by the District office and all specialist C.E.OO will function from the district office.

8. *Locations of Divisional Education Offices.*—With a view to implementing the Management Reforms proposed by the Ministry of Education, the pilot project for establishing Divisional Education Offices in the Districts of Matara, Chilaw, Trincomalee, and Kegalle has been accepted. The areas of jurisdiction of each D.E.O. office will be the multi-zonal area already demarcated. The locations of the proposed Divisional offices are as follows :-

D.D.E. Office		*Divisional Office*
Kegalle	..	Kegalle
		Mawanella
		Dehiowita
		Ruanwella
Matara	..	Matara
		Morawaka
		Akuressa
		Hakmana
Trincomalee	..	Trincomalee (embedded in the DDE Office)
		Mutur
	..	Gomarankadawala (proposed for 1985)
Chilaw		Chilaw
		Wennapuwa
		Puttalam

9. *Structure of the DDE Office.*—With a view to revitalising the administrative sy tem of the District Office and bringing into-correct focus the primary role and function of the District Director of Education as an educational planner, developer and evaluator, the five fold division of the regional office in the pilot districts has been reorganised and restructured into the following divisions :—

(i) Planning Division ;

(ii) Supervision Division ;

(iii) Services Division.

The emphasis now is on educational planning and Implementation both micro and macro with the aim of making education more effective and efficient in responding to the needs and goals of the students and society The District Director will be strengthened by the appointment of Planning Officers and Chief Planning of Officer who are expected to play a very vital supportive role in planning and implementation control. The function of education development has also been decentralised with a stress on intensified supervision particularly at the school level. Another important feature of this divisionalisation is the deconcentration of administrative matters to the Divisional offices. The excessive and dispropotionate concentration of activities had hindered the effective functioning of the RDE in providing educational leadership.

10. *Co-ordination Committees.*—For the coordination and smooth functioning of the three Divisions, Committees have been set up. The Committees are—

(*a*) *Implementation Evaluation Committee.*—The Committee will co-ordinate the work of the planning Division and the Supervision Division. The DDE will be the Chairman and the Chief Planning Officer will be the Secretary of the Committee.

The Regional Director of Education should be the head of the regional administration and the District office. The administrative and routine functions handled by the regional departments have been transferred to the Divisional offices and a District office will hereafter handle—

- Policy formulation and planning.
- Organisation development of schools and clusters.
- Staffing, evaluation and development.
- Co-ordination, implementation management of operating programmes and projects.
- Maintaining motivation and moral.
- Control.
- Evaluation of institutions and programmes.

Planning Division.—

- The aims of this division are to—
- Policy formulation and planning.
- Organisation development of schools and clusters.
- Staffiing, evaluation and development.
- Coordination, implementation management of operating programmes and projects.
- Maintaining motivation and morale.
- Control.
- Evaluation of institutions and programmes.
- Provide guidelines, instructions and information for the formulation of plans and programmes for the districts.
- Formulate strategies for the implementation of national education plans and programmes at District and Divisional levels.
- Review the progress and provide feed back to the Ministry.

This Division consists of two branches namely—

- Information Systems ;
- Planning and Control.

hile the Information Systems branch seeks to organize and evaluate information for formulating strategies, resource allocation policies, Planning (medium and annual) Programming and Progress Control of Projects implementation and decision-making ; the Planning and Control branch aims at formulating strategies for optimum resource allocation and use, supervision of the preparation of School/Zonal/Divisional Plans, formulating Programmes appraising of Projects and evaluating the implementation of Projects at all levels in the District and monitoring the implementation. School structure will be a function of this Branch.

A Chief Plannin; officer is in-charge of the Planning Division. He is responsible and accountable to the Director. He functions as the Head of the Planning and Control Branch. A Planning officer is in-charge of the Information Systems Branch and he is responsible and accountable to the Chief Planning officer.

Supervision Division

The aims of this Division are—

- to install, evaluate and supervise management and organisation practices, systems, programmes and personnel to enhance effectiveness.
- To ensure the delivery of educational services to schools.

This Division consists of two branches—

- Evaluation Branch
- Implementation Management Branch

The Evaluation Branch functions to install effective and efficient evaluation systems to assess the performance of Organisation programmes personnel as well as supervision systems and practices. The aims of the Implementation Management Branch are to ensure delivery of educational services to schools in terms of district development policies and plans and efficient implementation of programmes and projects.

As the Supervision Division is the Development Division of the District Office the Regional Director is in charge of this Division. He is also the Head of the Evaluation Branch. Chief Education Officer is in charge of the Implementation Management Branch.

Services Division

The Services Division which is headed by the Regional Director consists of three branches namely—

- Administration Branch ;
- Finance Branch ;
- School Works Branch.

These three branches provide the support services in Administration, Finance, Accounts and Supplies and ensuring physical infra-structure facilities.

The administration branch is under the Supervision of an Education Officer and he heads the Establishment Unit which handles all personnel matters. An Administration Officer is in-charge of the General Administration Unit which handles all administrative matters including office management. The E.O. is responsible to the RDE.

The Finance Branch is under an Accountant and who is responsible to the RDE. Two Finance Assistants. will assist him.

The School Works Branch is under an Engineer and there is the Technical Staff to assist him in office and in the field.

The Chief Education Officer and the Planning Officer of the DDE and the DEOO officers will be the members. The Committee shall meet and discuss the usefulness and relevance of data and statistics collected and the methods of processing and the storage and retrieval of information. They should check whether the processed information is effectively utilized and also whether the available resources are utilized on a priority basis. They should also see to all evaluations undertaken within the Division regarding Projects, Programmes and the Personnel of the District. It is their duty to check whether the targets of the District Annual Implementation Plans are achieved. If not remedial action programmes should be designed and implemented. The Committee shall meet twice a month The Secretary shall maintain the minutes of the meetings of the Committee.

(*b*) *Advisory Committee on Transfers.*—The Committee will co-ordinate the work in respect of inter-Divisional and inter-District Transfers. The DDE will be the Chairman and the E. O. (General Administration) will be the Secretary. The Divisional Education Officers and the Administrative Officers will be the members.

The Committee shall meet as and when necessary and consider the applications of teachers within the Divisions in the District and effect transfers in accordance with the scheme of transfers laid down by the ESC. The Committee shall also effect transfers on exigencies of service. The Secretary shall maintain a record of the decisions of the Committee and the reasons therefore. As regards annual inter-District transfers the Committee shall meet and consider the applications of the teachers who are eligible for transfer outside the District and finalise them in terms of the policy in force. The Secretary shall maintain a record of such releases.

(*c*) *Co-ordinating Committee.*—This Committee will co-ordinate the work of the Administration and Finance Branches of the Services Division. The DDE will be the Chairman and E.O. (General Administration) will be the Secretary. The Accountant and the Administative Officer will be the members. The Committee shall meet periodically and ensure the effective co-ordination of the activities of the General Administration and Finance Branches and resolve the conflicts and problems arising in the various units. The Committee shall meet at least once a month. The Secretary shall mintain the minutes of the notes of meetings of the Committee.

11. The Organisation structure and functions and the functional responsiblity of the District Education office are shown in the following charts :—

CHART 1..Organisational and Positional Structure—District Education Officer.

CHART 2..Structural and Functional Organisation—D.E.O.

CHART 3..Structural and Functional Organisation,—Planning Division.

CHART 4..Structural and Functional Organisation—Supervision Division.

CHART 5..Structural and Functional Organisation—Services Division.

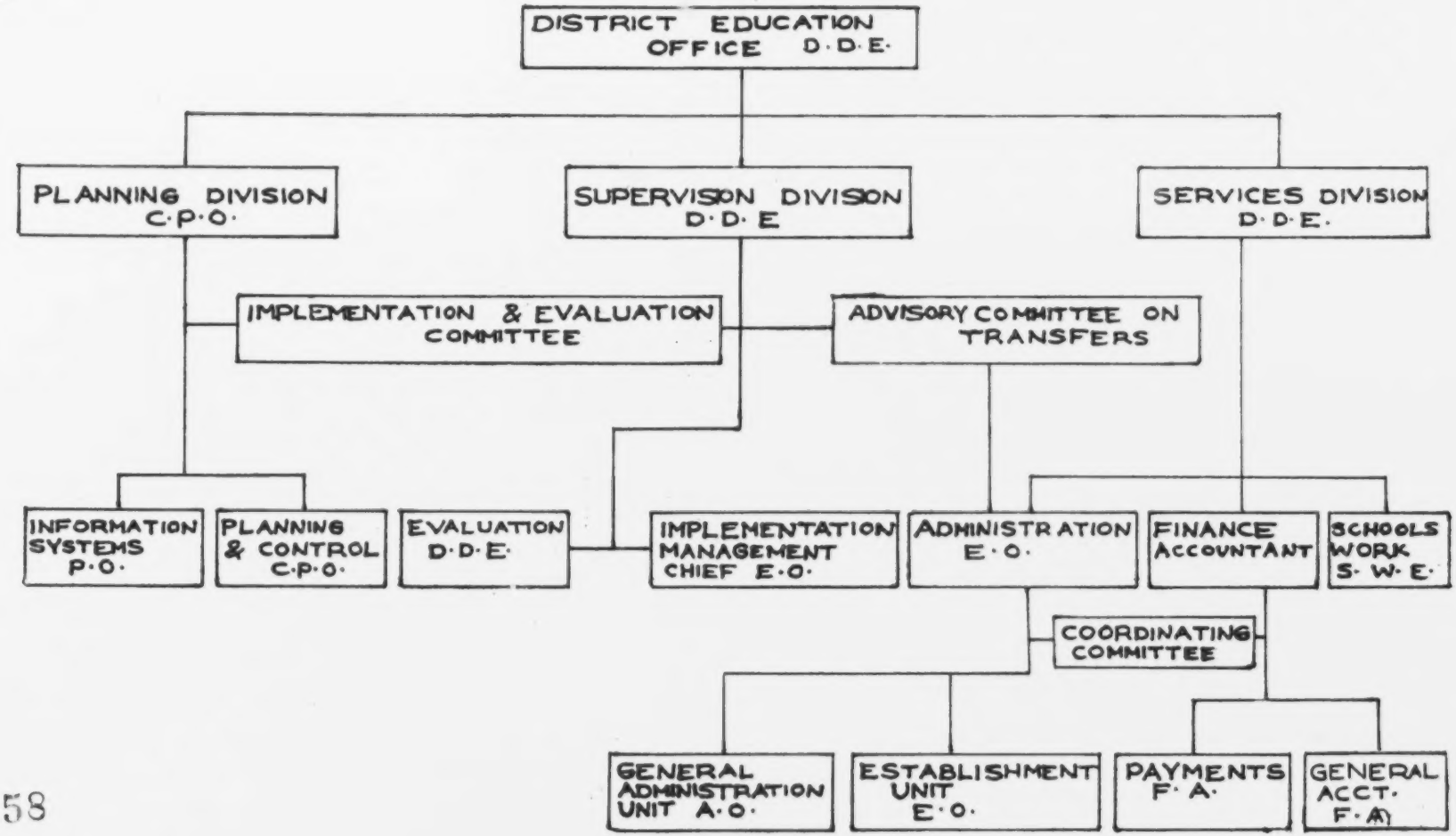
CHART 6..Functional Responsibility—DDE Office.

12. *Structure of Divisional Education Office.*—The Divisional Education office consists of 4 divisions namely (*a*) Education Development Division ; (*b*) Education Administration Division (c) Finance Division (d) General Administration Division. These four divisions will be headed by the D.E.O., C.E.O. (Edu cation Administration) Financial Assistant and C.E.O. (General Administration) respectively. These officers will be directly responsible to the D.E.O. The C.E.O. (General Administration) will act as D.E.O. in his absence.

Education Development Division.—The Education Development Division is under the supervision of the D.E.O. There are two Branches in this division. The Edu cation Management Branch is under the D.E.O. and he is assisted my two Circuit Education officers. This brach does the functions of the Evaluation Division of the District Department in a divisional basis and implement the regional policies and priorities. The programming and Evaluation branch under a Planning officer and this branch performs the functions similar to the functions performed by the Planning Division of the District office.

CHART 1

ORGANISATIONAL AND POSITIONAL STRUCTURE



STRUCTURE AND FUNCTUNAL ORGANISATION CHART

DISTRICT EDUCATION OFFICE

PLANNING DIVISION CHIEF P.O.

Aims :

To provide guidelines, instructions, and information for the formulation of plans and programmes for the District.

To formulate strategies for the implementation of National education plans and programmes.

To review the progress and provide feedback to the Ministry.

Functions :

Formulation of stratagties for the implementation of national policies and priorities.

Formulation of education plans programmes for the District.

Collecting and processing of information necessary for planning and programming and for the divisions.

School census and implementation of EMIS at school/zonal/DEO and District levels.

Data Bank

Progress control room.

School mapping and rationalising schools structure.

Performance appraisal of programmes and projects.

Undertaking research linkage with DDC.

SUPERVISION DIVISION D.D.E

Aims :

To install, evaluate and supervise management and organisation practices, systems, programmes and personnel to enhance effectiveness.

To ensure the delivery of education services to schools.

Functions :

Formulating guidelines for organisation and management development of schools, clusters and D.E.O. offices.

Evaluate systems and procedures of schools supervision, organisation, personnel programmes and remedial action and staff development supervision.

Establishing education development divisions, in schools and setting up management groups.

Assignment of work to Sectional Heads, grade and subject co-ordinators.

Assessment of Principals, supervisors, teachers.

Training and systems and changes and reforms for management improvements

Training of CEPP Principals and Supervisory staff

District Management Centres.

Implementation and Supervision of programmes projects in curriculum development, co-curricular activities, non-formal education and special education programmes.

Teacher training

School administration.

School organisation.

School inspection.

School admissions.

Grievances Committees

Public examinations.

Scholarships.

SERVICES DIVISION D.D.E.

Aims :

To ensure the support services in administration, establishment, finance, supplies and physical infra-structural facilities.

Functions :

Establishment matters of

SLES officers and Principals

Grade III Principals

Special post holders

Officers of combined services

Sub office staff other than minor employees

RDE Office Staff

Conversion of salaries of above staff

Leave and railway warrants

Pensions

Record room

Nutrition programmes

Credit council

Annual estimates

Salaries and other payments

Bank accounts

Imprest and renewals

Stores and Supplies

Tender Boards

General accounts

Questions in Parliament

Audit queries

Court cases

School works

Furniture and equipment

CHART 3

STRUCTURAL AND FUNCTIONAL ORGANISATION

PLANNING DIVISION

PLANNING DIVISION

INFORMATION SYSTEMS BRANCH

Aims :

Provide information and evaluative information for :

- formulating strategies
- resource allocation policies
- planning (medium&annual)
- programming
- progress control of project implementation and decision making.

Functions :

School census and EMIS at School/Zone / D.E.O./District levels.

Operation of data banks at all available levels.

Undertake research on findings, projectioning data.

Collect and process data on facility and educational factors in sub - regions.

Provide information to the progress control room and supervise similar units in D.E.O./School levels.

Link with general census work.

Computerisation work regarding school data (A.R.R. etc.)

Collect information for school mapping and micro - planning.

Data for relationalising school structure and resource allocation priorities.

Provision of information for ranking of clusters and schools.

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PLANNING AND CONTROL BRANCH

Aims :

Formulate strategies for optimum resource allocation and use.

Supervise preparation of school/zonal/ Divisional plans.

Formulate programmes.

Appraise projects and evaluate implementation of projects at all levels in the district.

Monitor implementation.

Functions :

Formulate regional resource allocation policies and priorities.

Supervise planning, programming and project preparation work in the district.

Prepare medium and annual plan for district.

Link planning to capital and development project preparation.

Zonal resource planning.

School mapping and rationalise school structure.

Maintain progress control room for plan monitoring at district level and control progress at all levels.

Appraise performance at programmes and projects.

Formulate performance indicators and implement assessments.

School zoning programmes.

Establishment of D.E.OO offices.

Assess CEOO and deploy them as CEPP.

Training of CEPP.

Programming of personnel supervision, counselling and evaluation.

Designing bottom up and top down planning process.

School mapping and micro planning.

Identification of disadvantaged clusters and schools for remedial development.

Ranking of clusters and schools.

Establish district education development committee.

Linkage with the executive committee of DDC.

Computation of basic data and EMIS programmes.

Programming project management.

Training of specialist officers for planning & information systems.

Chart 4

Structural And Functional Organisation—Supervision Division

SUPERVISION DIVISION

EVALUATION BRANCH D. D. E.

Aims :

- To install effective and efficient management and organisation practices.
- Systems and evaluate organisational programmes and personnel and their supervision systems and practices.

Functions :

- Formulate guidelines for organisation and management development of schools, clusters and D.E.O. offices and evaluateimplementations.
- Develop systems and Procedures of School Supervision and Evaluate.
- Evaluate :
  - Internal and external supervision of schools.
  - Schools as a whole.
  - Teachers.
  - Principals.
  - Other staff.
  - Programmes including Education Programmes.
- Rank performances of :
  - School.
  - Teachers.
  - Principals.
  - S. L. E. S. Staff.
- Formulate and implement Progress of training and systems changes and reforms for management improvements.
- Establish Education Development Divisions in schools and set up management groups ; supervisory staffing and supervision of personnel.
- Assign :
  - Work to sectional heads.
  - Work to grade and subject co-ordinators.
  - Appointment of Registrar.
- Rationalise :
  - Assessment system for Principals/Supervisiors/ Teachers.
  - Transfers.
- Preparation of guidelines for :
  - Self-evaluation.
  - Training of Principals.
  - Subject co-ordinators.
  - Other supervisory staff.
  - Training of CEPP.
- Implement :
  - Setting up of district mangement centres.
  - training for supervisors.
  - Institutions and programmes of supervision.
  - Programmes of development supervision.

IMPLEMENTATION MANAGEMENT BRANCH CHIEF E. O.

Aims :

To ensure delivery of educational services to schools in terms of district development policies and plans, and efficient implementation of programmes and projects.

Functions :

- Supervision and implementation of Programmes and projects in :
  - Curriculum development and teacher-training.
  - Curriculum implementation in Primary and Secondary schools.
  - Co-curricular activities.
  - Non-formal education.
  - Special Education Programmes.
  - S. D. S.
  - Student Associations.
- Organisation of team/annual inspections, Supervision of schools.
- Teacher Staffing.
- Complaints on School admission.
- Public examinations.
- School budgets
- Scholarships
- Appeals on School admissions.
- School discipline.
- I. R. D. Projects.
- Private Schools
- Plantation sector schools.
- Establish Grievances Committees in large schools.
- Setting up of board at multi-school level.
- Establish sub-committees of the central board in each unitary school.

STRUCTURAL & FUNCTIONAL ORGANISATION SERVICES DIVISION

CHART 5

SERVICES DIVISION

ADMINISTRATION BRANCH

Aims :

*Support Services in Administration/ Establishment

Functions :

*Establishment matters

- Appointments
- Transfers
- Promotions
- Extensions
- Retirements
- Discipline
- Cadre Control.
- Personal files.

* Salary conversations
* Credit Council administration.
*Office management
*Tappal
* Vehicles
* Leave
*Railway warrants
* Teachers Quarters
* Pensions
*Record Room
* Questions in Parliament
* Nutrition Programme.

FINANCE BRANCH

Aims :

* Support Services in
  - Finance
  - Accounts
  - Supplies

Functions :

* Audit queriees
* Annual estimates
* Financial returns
* Payments
* Stores supplies
* Imprests
* Monitor expenditure
* Credit Council accounts
* Tender Boards
* Boards of Survey
* Salaries and other Payments
* Special accounts
* Grants in aid
* Implement F.RR, F.C.C.

SCHOOL WORKS BRANCH

Aims :

Ensure physical infrastructural facilities

Functions :

(1) *Plan building & Equipment

(2) * Preparation of Estimates

(3) *Preparation and checking of B.Q.Q.

(4) Administration of construction Programmes and repairs Maintenance works.

(5) Final inspection.

1.—Functional Responsibility Chart—D.D.E. Office

Officer/Branch responsible Activity	Information Systems Branch P.O.	Planning and Control Branch Chief P.O.	Evaluation Branch D.D.E.	Implementation Management Branch, Chief E.O.	Administration E.O. (Adm.)	Finance Accountant	School Works E.S.W.	As the Head of the Department, D.D.E.
1. Planning and Organizing to formulate strategies to impiement national policies in the district	●Assist chief P.O. and D.D.E. by providing necessary information	●Prepare the master-plan for the district according to the guidelines and instructions issued by the D.D.E.	●Formulate guidelines for organization and management development of schools, clusters, DEO offices and evaluate implementation.	●Supervision implementation of curricular, co-curricular, and other activities connected with school teachers	●Provide necessary support service in administration and establishment in order to implement the District Plan	●Provide necessary support service with regard to finance function	●Preparation of plan for the district with regard to the school buildings	●Ensure the smooth implementation of District Plans in order to achieve the national objectives
2. Collection and processing of information	●Collect all the information and process according to the guidelines issued by Chief	●Issue necessary guidelines in consultation with the DDE in collection and processing of information	●Collect and provide information to P.O. regarding Evaluation of: ●all institutions ●Personnel ●Programmes and progress	●Collect and provide information to P. O. regarding curricular co-curricular and other activities connected with school and teachers	●Collect and provide necessary information to P.O. with regard to establishment matters	●Collect and provide necessary information to P.O. with regard to financial functions	●Collect and provide necessary information to P.O. with regard to School building matters	●Issue guidelines and instructions to Chief P.O. on the information required to make necessary decisions
3. Performance appraisal of programmes and projects	●Ranking of performances periodically and inform the Chief P.O.	●Ensure the reliability of information regarding the performance of the programmes and projects and inform the D.D.E.	●Rank performance of institutions, personnel programmes and projects and inform the P.O.	●Evaluate the performance of curricular, co-curricular and other activities connected with schools and teachers and inform P.O.	●Evaluate the performance of the branch and inform P.O.	●Evaluate the performance of the branch and inform P.O.	●Evaluate the performance of building projects and inform P.O.	●Ensure the reliability of the system adopted to evaluate the performance and make necessary decisions on deviations from the Plans
4. Progress Control	●Collect all information regarding performance of each branch and maintain the Progress Control Room	●Ensure the reliability of information available in the Progress Control Room	●Review the progress of the district plans with the assistance of the DEOO periodically. Provide necessary information to P.O.	●Review the progress with regard to curricular, co-curricular and other school activities, programmes and projects and inform P.O.	●Review the progress with regard to administration programmes and projects and inform P.O.	●Review the progress with regard to financial activities of programmes and projects and inform P.O.	●Review the progress with regard to school building programmes and projects and inform P.O.	●Review the progress with regard to all projects and programmes and make necessary decisions with relevant parties. Inform the progress to the Ministry monthly
5. Rationalization of Schools	●Assist Chief P.O. regarding rationalization of schools Collect information from DEOO regarding rationalization of schools	●Issue necessary guidelines and instructions regarding rationalization of schools to D.E.OO.	●Make necessary suggestions on rationalization of schools to chief P.O.	●Make necessary suggestions to DDE regarding rationalization of schools	●Act according to the instructions issued by DDE in this regard	●Act according to the instructions issued by D.D.E. in this regard	●Act according to the instructions issued by D.D.E. in this regard	●Look into all aspects o rationalization programme and make suggestions to the Ministry in this regard
6. Institutional and personnel development	●Maintain statistics with regard to training of personnel on different levels and fields	●Planning of training programmes according to the instructions given by the Director	●Identify the training and development needs of institutions and personnel. ●Implement development programmes in this regard	●Identify training needs of personnel of different institutions and inform D.D.E. ●Implement the training programme as instructed by D.D.E.	●Identify training needs of personnel in the division and inform D.D.E.	●Identify training needs of personnel in the division and inform D.D.E. ●Provide necessary funds for training	●Identify training needs of personnel in the division and inform D.D.E.	●Determine the priorities of training and ensure the quality and the effectiveness of the training programmes
7. Linkage with other institutions in the District	●Provide necessary information to DDE/Chief P.O.	●Assist D.D.E. to hold discussion with allied agencies in the district	●Provide relevant information.	●Provide relevant information	●Provide relevant information	●Provide relevant information	●Provide relevant information	●Represent the Ministry as the district member ●Formulate the district policy in compliance with the national policy
8. Education development activities in schools	●Obtain information regarding education development activities from Chief E.O.	●Assist D.D.E. and Chief E.O. in formulating Education development plans	●Evaluate the effectiveness of the education development system	●Issue guidelines and instructions with regard to education development ●Setting up of management groups in schools ●Assigning work to sectional heads and others	—	—	—	●Ensure the effective implementation development programmes
9. (i) Office Management	●Monitor the progress and inform the Chief P.O. regarding the progress	●Prepare Master-Plan ●Identify the variations and inform D.D.E. ●Remedial review of Progress	●Work assessment of the branch ●Identify the arrears ●Plan to clear the arrears ●Implement the Plan	●Work assessment of the branch ●Identify the arrears ●Plan to clear arrears ●Implementation of the plan	●Work assessment of the branch ●Identify the arrears ●Plan to clear the arrears ●Implement the Plan	●Work assessment of the branch ●Identify arrears ●Plan to clear the arrears ●Implement the Plan	●Work assessment of the branch ●Identify arrears ●Plan to clear the arrears ●Implement the Plan	●Review the progress ●Identify deviations ●Take necessary remedial action ●approval of O.T.
(ii) Preparation of the annual monthly work plan for the D.D.E. Office	●Assist the Chief P.O. ●Preparation of a monthly and annual plan for the Branch ●Implementation and progress	●Prepare a master-plan incorporating all the sectional plans ●Inform the D.D.E. about the progress	●Preparation of the annual and monthly work plan regarding activities assigned to the branch ●Implementation and progress review.	●Preparation of the annual and monthly work-plan regarding activities assigned to the branch ●Implementation and progress review	●Preparation of the annual and monthly work plan regarding assigned work to the branch ●Implementation and progress review	●Preparation of the annual and monthly work-plan regarding assigned work to the branch ●Implementation and progress review	●Preparation of annual and monthly work-plan for the branch ●Implementation and review of progress	●Progress review and decision-making

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Education Management Branch.—The D.E.O. will function as the Head of this Branch. Two Circuit Education Officers will assist him in his work. Both C.E.OO should discharge the common core functions in regard to supervision of schools. Specific responsiblity will be assigned to each of them separately in regard to the other functions of his Branch.

Education Administration Division.—The Education Administration Division is under a Circuit Education Officer and this Division provides infra-structure services, instructions and guidelines and material inputs to the schools

Finance Division.—This Division is under a Circuit Education Officer and it provides support service in finance, accounts and supplies.

General Administration Division.—This Division is under a Circuit Education Officer. The aims of this division are to ensure personnel management functions in schools within the divisions and to provide office Management, and Administrative support services.

13. *Co-ordinating Committee.*—This Committee is responsible for the co-ordination of the activities of the Finance Division and the General Administration Division. D.E.O. will be the Chairman and C.E.O. (General Administration) will be the Secretary. Accountant, (DDE Office) Financial Assistant and the Office Assistant will be the members. The Committee shall meet once a month and ensure the effective co-ordination of the activities of the General Administration and Finance Divisions with a view to obtain optimum utilization of resources and minimising conflicts and delays. It is imperative that there should be close collaboration between the General Administration and the Establishment and Finance Branches particularly in the payment of arrears of salaries, recoveries of no-pay leave, matters pertaining to pensions and audit queries and the settlement of accounting problems within the Division. The Secretary of the Committee shall maintain minutes of the meetings of the Committee.

14. The organisation and the functional responsibility of the Divisional Education Office are shown in the following charts:—

CHART 7—Organisational and Positional Structure of the D.E.O.

CHART 8—Structural and functional Organisation of the D.E.O.

CHART 9—Structural and functional Organisation of the Divisions.

CHART 10—Functional Responsibility—DEO office.

15. *Determining the Clerical Cadre required.*—Assigning of clerks has been done considering the workload and also according to the accepted norms. The clerical cadre was decided on the following basis.

Planning Division —Number of schools and other insititutions involved and the clerical work content in the function.

Supervision Division —Number of schools and other institutions involved and the clerical work content in the function.

Services Division :

Administration —For personal files, one clerk for 500 personal files.

Finance —For salaries, one clerk for 500 teachers is assigned.

School Works —Technical and clerical personnel have been determined considering the average number of work sites, extent of the area and the work load.

16. *Minor Employees and Drivers.*—The number of minor employees required for each office was determined on the following basis :—

- Number required for office work, operating roneo machines, telephone etc.
- Office labourers for cleaning and sweeping.
- Labourers for maintaining the garden.
- Labourers for sanitary matters
- Messengers
- Watchers

Drivers were allocated according to the number of vehicles.

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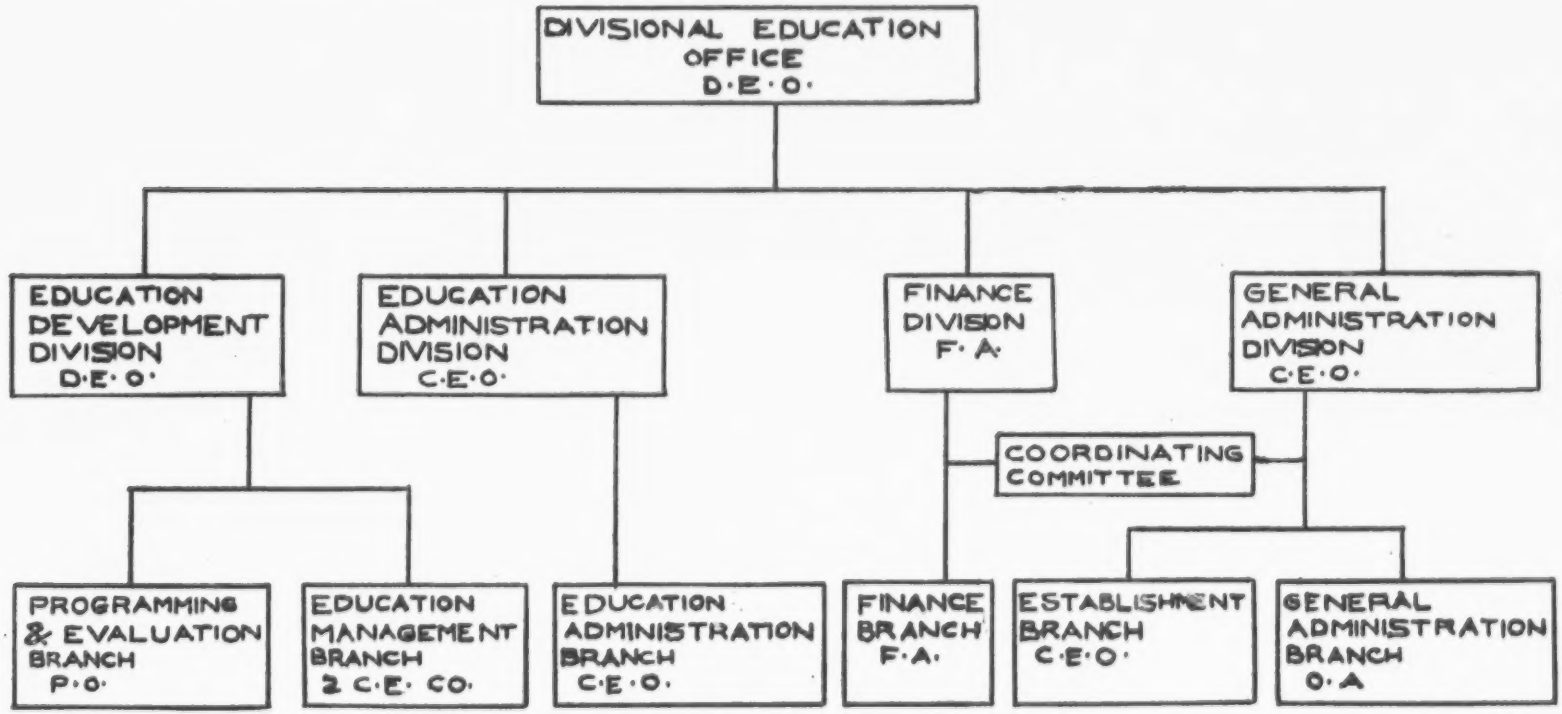
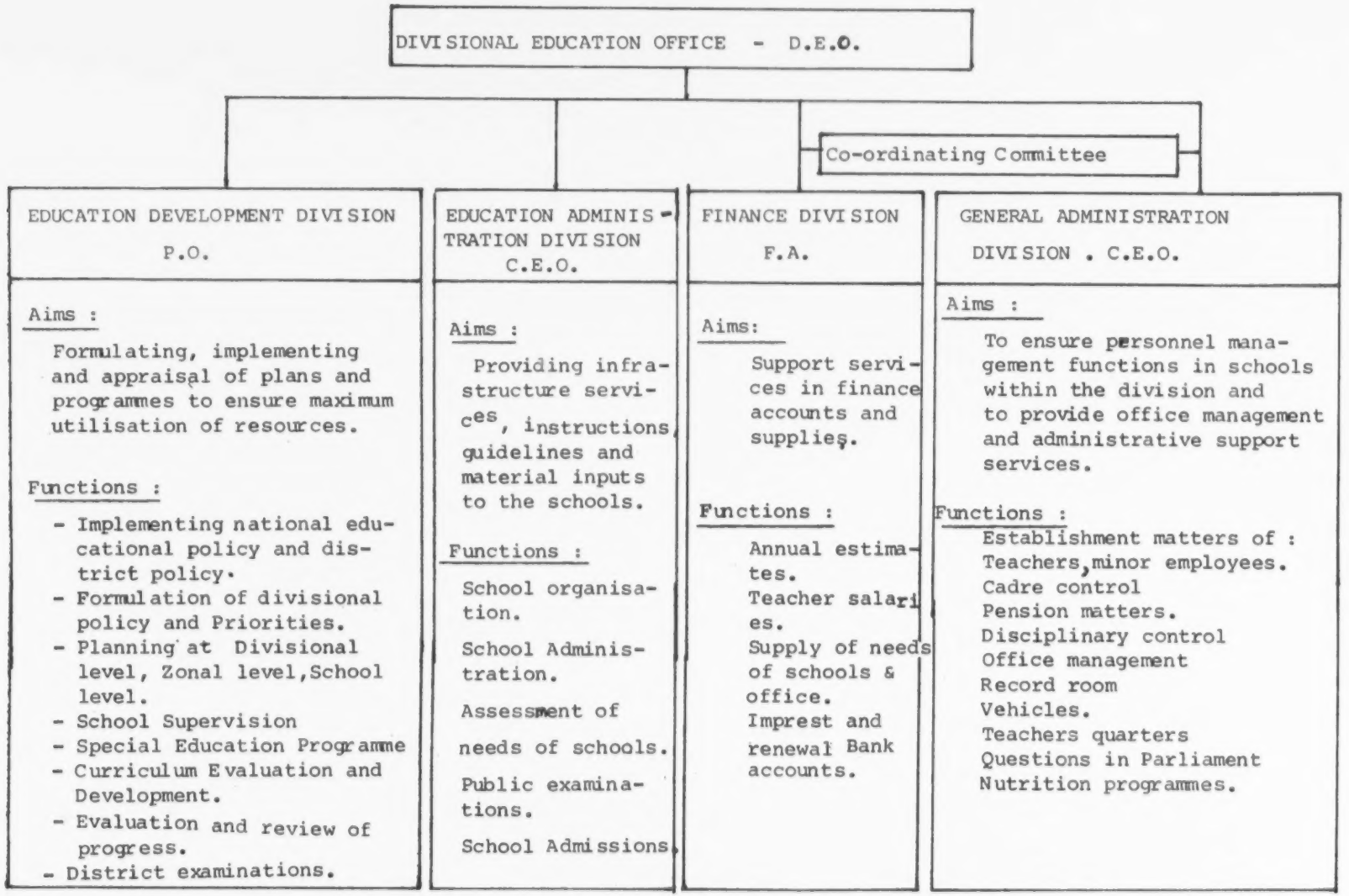
CHART 7

ORGANISATIONAL AND POSITIONAL STRUCTURE OF DIVISIONAL EDUCATION OFFICE



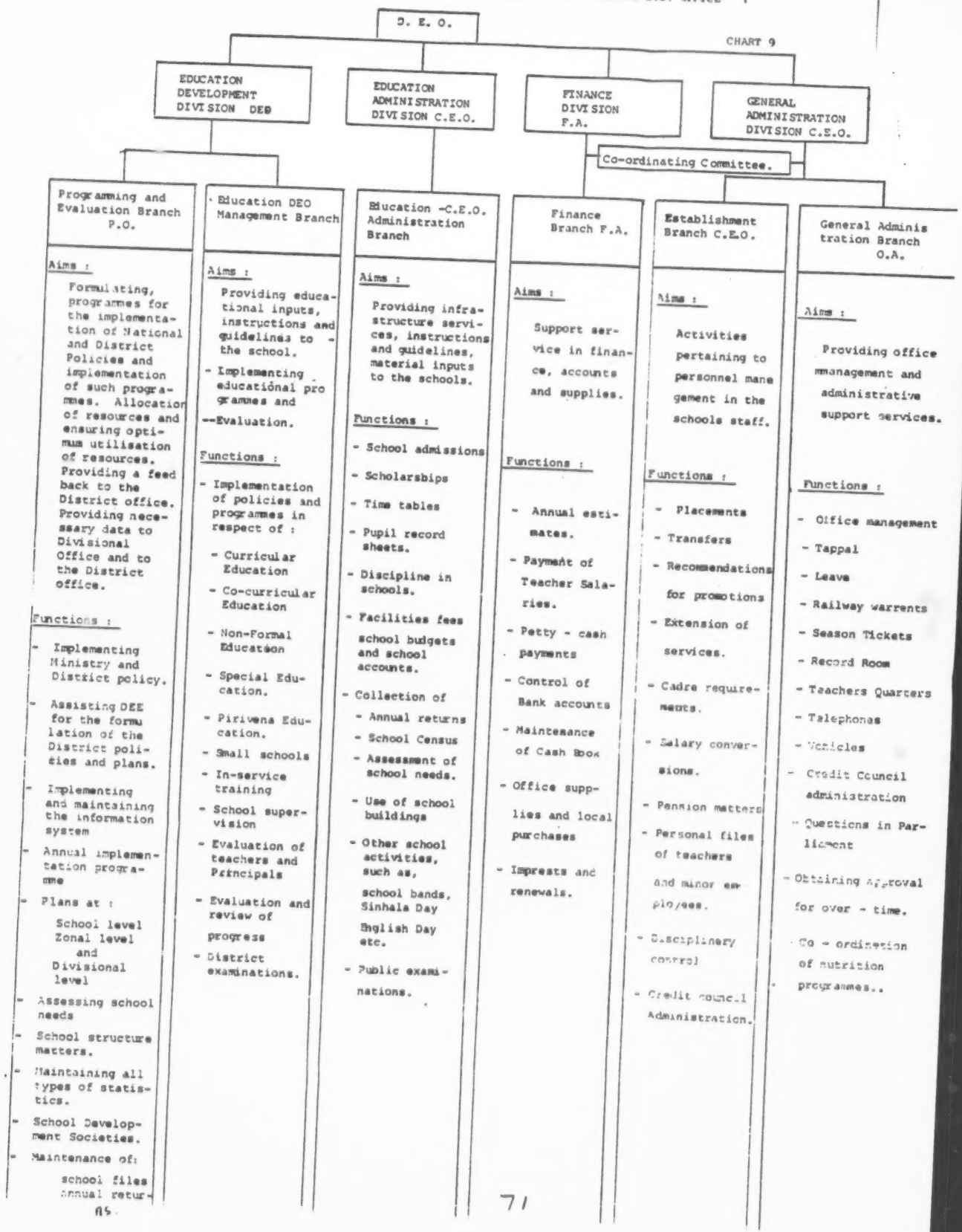
STRUCTURAL AND FUNCTIONAL ORGANIZATION

CHART 8



STRUCTURAL & FUNCTIONAL ORGANIZATION OF A DIVISIONAL E.O. OFFICE

CHART 9


D. E. O.
EDUCATION DEVELOPMENT DIVISION DEO
EDUCATION ADMINISTRATION DIVISION C.E.O.
FINANCE DIVISION F.A.
GENERAL ADMINISTRATION DIVISION C.E.O.
Co-ordinating Committee.
Programming and Evaluation Branch P.O.
Education DEO Management Branch
Education -C.E.O. Administration Branch
Finance Branch F.A.
Establishment Branch C.E.O.
General Administration Branch O.A.
Aims :
Formulating, programmes for the implementation of National and District Policies and implementation of such programmes. Allocation of resources and ensuring optimum utilisation of resources. Providing a feed back to the District office. Providing necessary data to Divisional Office and to the District office.
Functions :
- Implementing Ministry and District policy.
- Assisting DEE for the formulation of the District policies and plans.
- Implementing and maintaining the information system
- Annual implementation programme
- Plans at : School level Zonal level and Divisional level
- Assessing school needs
- School structure matters.
- Maintaining all types of statistics.
- School Development Societies.
- Maintenance of: school files annual retur-
Aims :
Providing educational inputs, instructions and guidelines to the school.
- Implementing educational programmes and
--Evaluation.
Functions :
- Implementation of policies and programmes in respect of :
- Curricular Education
- Co-curricular Education
- Non-Formal Education
- Special Education.
- Pirivena Education.
- Small schools
- In-service training
- School supervision
- Evaluation of teachers and Principals
- Evaluation and review of progress
- District examinations.
Aims :
Providing infrastructure services, instructions and guidelines, material inputs to the schools.
Functions :
- School admissions
- Scholarships
- Time tables
- Pupil record sheets.
- Discipline in schools.
- Facilities fees school budgets and school accounts.
- Collection of
- Annual returns
- School Census
- Assessment of school needs.
- Use of school buildings
- Other school activities, such as, school bands, Sinhala Day English Day etc.
- Public examinations.
Aims :
Support service in finance, accounts and supplies.
Functions :
- Annual estimates.
- Payment of Teacher Salaries.
- Petty - cash payments
- Control of Bank accounts
- Maintenance of Cash Book
- Office supplies and local purchases
- Imprests and renewals.
Aims :
Activities pertaining to personnel management in the schools staff.
Functions :
- Placements
- Transfers
- Recommendations for promotions
- Extension of services.
- Cadre requirements.
- Salary conversions.
- Pension matters
- Personal files of teachers and minor employees.
- Disciplinary control
- Credit council Administration.
Aims :
Providing office management and administrative support services.
Functions :
- Office management
- Tappal
- Leave
- Railway warrents
- Season Tickets
- Record Room
- Teachers Quarters
- Telephones
- Vehicles
- Credit Council administration
- Questions in Parliament
- Obtaining Approval for over - time.
- Co - ordination of nutrition programmes..

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2.—FUNCTIONAL RESPONSIBILITY CHART — D. E. O. OFFICE

Branch	Programming and Evaluation Branch	Education Management Branch	Education Administration Branch	Finance Branch	Establishment Branch	General Administration Branch	As Head of the Department
Officer Responsible	P. O.	C. E. O.	C. E. O.	F. A.	C. E. O.	O. A.	D.E. O.
Activity :							
1. Implementing Ministry and District Policy.	Assist D.E.O. providing necessary information to implement the Ministry and District policy.	Assist D.E.O. in regard to curricula and co-curricular, non-formal and Special Education Activities.	Assist D.E.O. to implement the programme in School actitvities.	Provide necessary information on financial matters to implement programmes.	Provide necessary information regarding establishment matters to implement programme.	Provide necessary information regarding General Administration matters to implement programmes.	Implement and report the progress to D.D.E.
2. Assisting D.D.E. for the Formulation of the district divisional policies and plans in compliance with the district plan.	Assist D.E.O. in formulation of divisional policies and plan.	Assist the D.E.O. in formulation of divisional policies and plans.	Assist the D.E.O. in formulation of divisional policies and plans.	Assist the D.E.O. in formulation of divisional policies and plans.	Assist D.E.O. in formulation of divisional policies and plans.	Assist the D.E.O. in formulation of divisional policies and plans.	Assisting D.D.E in formulating district policies in compliance with the National District Policies.
3. Implementing and maintaining information systems.	Obtain necessary information from other branches.	Provide necessary information to P.O.	Provide necessary information to P.O.	Provide necessary information to P.O.	Provide necessary information to P.O.	Provide necessary information to P.O.	Supervision of the implementation of the M.C.S.
4. (i) Plans at school zonal and divisional levels.	Collection of School plans from School's. Preparation of zonal and divisional plans.	Implementation and progress control of plans on— ● all curricular ● co-curricular ● non-formal and Special education	Implementation and progress control of Plans on following areas:— ● School admissions ● Scholarships ● Time tables ● Facilities fees and Budgets.	Distribution of the School supplies according to the requirements of the plans.	● Make necessary placements according to the plans ● Maintain school Cadre registers.	Implementation of the nutrition programme.	Identify deviations ● Conduct monthly progress meetings ● Take corrective action ● Inform the progress to DDE
(ii) Preparation of annual and monthly work plan for the D.E.O. office.	● Issue guidelines on preparation of plans ● Progress control and review ● Obtain the plans from the divisions ● Prepare the matter plan for the D.E.O. office	● Obtain necessary data from P.O. ● Prepare monthly and annual branch plans ● Submit Branch Plans to P.O. ● Review the progress and inform the P.O. (monthly)	● Prepare the monthly and annual work plan regarding functions assigned to the branch ● Implementation and progress review.	● Preparation of the annual and monthly work plan regarding the activities assigned to the branch ● Implementation of progress review	● Preparation of the annual and monthly work plan regarding the activities assigned to the branch ● Implementation and progress review	● Preparation of the annual and monthly work plan regarding the activities assigned to the branch ● Imp'ementation and progress review	● Identify deviations ● Conduct monthly progress meetings ● Take corrective action ● Inform the progress to DDE
5. Assessing School needs	● Obtain data from schools Determine priority	● Provide information on availability of syllabuses and course guides in Schools	● Provide information to P.O. with regard to school admissions and school structure matters.	Provide information regarding financial resources on School needs	—	—	Determine the priorities with regard to school needs according to the information given by P.O. Inform the needs to DDE
6. School Structure matters	● Collect the information regarding School structure matters	—	—	● Obtaining necessary funds.	Make necessary transfers with regard to structure matters.	—	Determine the priorities on school structure matters. Inform the DDE.
7. Maintaining all types of school statistics.	● Collecting, updating and providing information to other branches (Data Bank)	● Obtain necessary data from P.O. ● Provide necessary information to P.O. regarding curricular, co-curricular, Non-formal and Special Education.	Obtaining and providing information regarding Education Administration matters.	● Obtaining and providing information regarding Financial matters.	● Obtaining and providing information regarding establishment matters	Obtaining and providing information regarding General administration matters.	Ensure the validity of the data available in the Data Bank.
8. Maintenance of School files	● Maintaining of School file for each school in the division.	● Submit school inspection reports to P.O. for filing purposes ● Preparation of school supervision programme	Collection of annual returns and census and submit to P.O.	—	—	—	Monitoring the School Supervision programme and take corrective action.
9. In-service training	● Obtain necessary statistics for inservice training	● Preparation of a programme for in-service training ● Provide statics to P.O.	—	Obtain and provide necessary funds for in-service training	—	—	Monitoring and evaluating in-service training programmes.
10. Evaluation	● Maintaining information regarding evaluation ● Inform the rank of Performance to DEO as an when necessary	● Designing formats for evaluating personnel and institution ● Prepare an evaluation programme for personnel and institutions ● Implementation of the programme ● Review of the progress	—	—	—	—	● Issue guidelines and instructions on evaluation of personnel and institution ● Inform D.D.E. about the rank performance ● Overall responsibility
11. District Examinations	● Obtain necessary information on district examinations	● Co-ordination of District exams ● Issue instructions and guidelines in conducting District exams ● Conduct District exams	Co-ordination of District-exams, assist D.E.O.	—	—	—	● Co-ordinate with D.D.E. ● Supervision and Evaluation of District Exams. ● Identify weaknesses and take corrective action
12. Other School activities such as : School Bands Sinhala day English day	● Obtain necessary information on other School activities	—	● Issue necessary guidelines and instructions on other school activities ● Prepare a programme for the division ● Implementation of the programme	—	—	—	● Co-ordinate with D.E.O. office.
13. Office Management	● Review the progress and inform the D.E.O. about the deviation	● Work assessment of the branch ● Identify arrears ● Plan to clear the arrears ● Implement the Plan	● Work assessment of the branch ● Identify arrears ● Plan to clear arrears ● Implement the plan	● Work assessment of the branch ● Identify arrears ● Plan to clear arrears ● Implement the plan	● Work assessment of the branch ● Identify the arrears ● Plan to clear arrears ● Implement the plan	● Issue guidelines and instructions on work assessment ● Work assessment of the branch ● Formulate and Implement the plan	● Identify and satisfy with the census for deviations ● Take corrective action ● Make necessary decisions.

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CHAPTER VIII

EDUCATION MANAGEMENT INFORMATION SYSTEM
(School, Zonal, Divisional and District Levels)

Introduction

THE main feature of the Information System obtaining at present is the Annual School Census taken on March 01 every year. In addition to this, various adhoc forms are being used as instruments of collecting data by Regional and Ministry Level Divisions and Branches. There is also a practice of collecting some categories of information and assessments from the schools at the end of each school year by the Regional Offices. This instrument known as the School Annual Return is now revised to meet the present day needs. (See paras 11 to 13 and Annexure II).

2. At present what is done at the Ministry or any other level by way of collecting and using information is not adequately systematized. Hence there is conflict, overlap and multiplicity in handling information at most levels. Apart from the sudden demand for specific and up-to-date position information (*e.g.* the demand by parliamentary questions), the need for general information by the various Divisions and Branches of the Ministry and other levels of educational organization can be met with success by evolving a unified Management Information System. With this in view an Educational Management Information System is being developed to cover all spatial levels in education.

3. So far the schools have functioned more as suppliers of information than as users. This is due to schools not being actively involved in decision-making, planning, plan implementation and progress review for the improvement of school performance. However the situation has now changed with the introduction of school level planning and plan implementation. These functions cannot be effectively performed unless the schools have data which could be analysed to indicate problems relevant to planning and plan implementation. The available database has to be better utilized for quality improvement as well as investment planning at school and other levels. An attempt is therefore made in this chapter of this Report to seperate out the vital data items to be used in planning activities and to provide brief guidelines for the construction of useful indicators for calculations.

Organization for and the Implementation of the Information System

The School Level Data Bank :

4. The differences among individual schools in size and workload are more than that among the institutions at other levels. Enrolments vary from less than 50 to a few thousands and the numbers of teachers from one per school to over a hundred, (not to mention the differences of physical plants). Each school should organise its own data bank based mainly on the School Annual Census formats and formats prepared for data items mentioned in these guidelines but not included in the Census. Data should be updated to be valid on March 01 each year as schools generally have settled enrolments etc. on or about this date.

5. The Data Bank should be sectionalized into sub-systems (*e.g.* Teacher Information, Student Information, Financial Information, Physical Inputs Information etc.) so that cumulative data in each sub-system would enable the study of trends for future planning and also would facilitate easy reference, updating, retrieval and supply of data. The responsibility for the Data Bank at School Level should devolve on the Vice-Principal or a Senior Staff member in all 1 AB and 1 C type schools and in other schools with over 500 student enrolment. The collection of data should be organized by the Principal in such a way that Sectional Heads, Subject and Grade co-ordinators and those in charge of classes and activities would be responsible for the accurate supply of data to the Bank with the least delay. In schools with less than 500 enrolment, these functions should be the responsibility of the Principal and his Senior assistant.

The School Data Bank and the Information System for Planning

6. The School Data Bank should be linked to the Information System for Planning by a Committee appointed by the Principal, in the case of 1AB, 1C schools and in schools having over 500 enrolment. The functions of this Committee comprise the processing of data for use at School Level Planning, supply of information to other levels, the preparation of the School Level Annual Implementation Plan, its implementation and control under the overall supervision of the Principal. In the case of smaller schools with less than 500 enrolments these functions should be undertaken by the Principal and his Senior assistant.

7. The supply of information from the school level mainly consists of providing accurate data for the purposes of the Annual Census (one copy to the Planning Branch of the Ministry of Education and a second copy to the Divisional Education Officer or to RDE if DEO Office is not yet established). The data items for planning at the Zonal Level and the Divisional Level depend on the Projects identified for implementation at these Levels. It is noted that the Zonal Projects are similar to School Level Projects and those at Divisional Level are similar to District Level Projects. Construction of indicators and calculations for Zonal Level and the Divisional Level, therefore, can be done in the manner indicated for School and District Levels in Annexure I.

8. The Divisional Level should (where this level is established) process census data for use in Zonal Level and Divisional Level Planning and also for supply to the District Level. The responsibility for this work should be borne by the Planning Unit of the DEO Office under the supervision of the DEO. The Implementation of the Information System for Planning at the District Level is the responsibility of the District Planning Unit under the supervision of the Director of Education.

The use of the Information System for Planning

9. Planning should be based on accurate information which is both a diagnosis of past strengths and weaknesses and a pointer towards direction of future action needed. At each level of Educational Administration the past strengths and weaknesses as well as the future requirements should be studied for identification of projects to be implemented and the inter-level linkages to be established in Planning and Implementation.

10. An Information System for Planning, thus has to be a system of data serving an end-use directly, by calculation or by construction of indicators etc. In the changing social milieu, many sets of data are available for careful comparison and study in their relationships to distribution and meaning, for example, in the service of Education one must assess the numbers of students and where they are in order to provide adequate teachers, classrooms and other facilities and also to maintain the services already in use. In short accurate information is a pre-requisite to maintenance, rehabilitation and development of education. Cumulative data would show very important trends which take place over time and may continue in the near future. Indicators of performance levels (strengths and weaknesses in the work done) would give directions to new methodologies and strategies more suitable for achievement of objectives in view. The work ahead has to be planned, implemented and controlled on the basis of information available at all levels of education. The guidelines in Section 4 are therefore to be treated as indicative of the use of data base in planning.

Implementation of revised school Annual Returns

11. The Annual Returns format No. Education B 19 has been revised to ensure that :

(*a*) only information useful for personnel and financial management are collected from the schools,
(*b*) items of information which are collected through other channels are not repeated, and
(*c*) the different school years which are now in existence are replaced by a single calendar year.

12. The format should be completed and certified by the Principal of the school. The certified format should be revised by a staff officer attached to DEO office. Arrangements should be made to obtain the completed and certified copy of the AR before the *31st of March in a given year*. It should be noted that the information provided in a given year is relevant to the preceding year. The DEO should forward the certified copies of ARR in respect of schools in his Division to the DDE on *or before 30th April of each year.*

13. The part I of the revised AR should be filed or recorded in the record room of the District Office and part II of AR should be maintained in the relevant school file to enable necessary follow-up action to be taken.

PROJECT	END USE	DATA REQUIRED	CONSTRUCTION OF INDICATORS
1. Admission of Pupils	●To determine the No. of vacancies for the next year.	●No. of students to be promoted from each grade at the end of the year (This may be calculated using Promotion rate).	●Promotion Rate = $\frac{\text{No. of students promoted from each grade last year}}{\text{Enrolment in each grade last year.}} \times 100$
		●No. of pupils who would repeat the grade next year. in current year and last year. (This may be calculated using Repetition rate).	●Repetition Rate = $\frac{\text{No. of repeaters in each grade last year}}{\text{Enrolment in same grade last year.}} \times 100$
	●Results of admission test. (if any)	●Marks obtained by applicants (where relevant)	—
2. Time Table	●To prepare the Time Table and School Calendar for a given year.	●Personnel information on members of the staff.	—
		●No. of periods for each subject per week.	—
		●No. of teaching hours per week to be assigned to various categories of teachers.	—
		●Time devoted to supervision.	—
		●Spatial spaces available for Science and Technical subjects.	—
3. Implementation of Formal Curriculum	●To prepare schemes of work in each subject for each grade.	●No. of copies of Course Guides, Handbooks, Syllabuses etc. available and needed.	—
	●To assess needs of Course Guides, Syllabuses, curricular instructions etc.		
4. Supervision of Teaching	●To improve classroom teaching.	●Pupils performance in different subjects as shown in Terms and other Tests.	●Average marks in each subject.
	●To provide remedial instructions when necessary.	●Observations on classroom teaching for follow-up.	
5. Evaluation of Public Exam Performance	●To improve teaching O.L. and A. L. grades and to provide remedial instructions if necessary.	●Grades achieved in each subject by each pupil at O.L. and A. L.	—
		●Nos. qualifying for A. L. Science, Commerce and Arts Streams.	—
		●Nos. passing in 3 or 4 subjects at A.L. acording to subjects Streams.	—
		●Nos. entering University.	—
6. Physical Plant and Facilities	●To meet defecits in buildings and facilities.	●Floor area available for classroom teaching.	●Calculation of deficits in each item
	●To optimize use of available resources.	●Floor area available in special spaces (Science, Technical subjects, facilities such as water, latrines etc.)	

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Information System for Planning (School Level—Part I)—(*continued*)

PROJECT	END USE	DATA REQUIRED	CONSTRUCTION OF INDICATORS
		● Furniture and Equipment available ● Items (spaces or equipment) needing repair.	
7. Teaching Staff Requirements	● To meet cadre defecits. ● To optimize deployments of available staff.	● Available staff by qualifications (of. Project 2) ● School Cadre Register.	● Calculation of Staff Requirements according to Circular.
8. School Welfare Services (Teachers and Students)	● To estimate needs in welfare facilities such as mid-day meal, canteens and guilds. ● To assess numbers needing medical attention, free spectacles and immunization.	● Number of pupils who are under nourished. ● Numbers of children suffering from physical defects and other ailments. ● Date on welfare services provided for teachers.	—
9. Extra-curricular Activities	● To identify fields in which participation should be improved and where more facilities should be provided.	● Extra-curricular activities available and the numbers participating. ● Numbers of pupils not participating in Extra-curricular Activities.	—
10. School and Community Relations	● To identify fields in which community involvement is required in school development. ● To identify learning problems of pupils which require discussion with parents.	● Membership data and participation. ● Number of meetings held–General and Committee. ● Data on problem pupils.	—
11. Maintanance of School Records	● To streamline maintanance of records	● Data on work done in each subject area at each grade level. ● Data on fees collected and expenditure incurred. ● Data on items/material purchased out of Petty Cash Imprests.	

Information System for Planning—Annual Implementation Plan at School Level (Part II)
(School Development)

PROJECT	END USE	DATA REQUIRED	CONSTRUCTION OF INDICATORS
1.2 Retention	• To assess extent of Grade repetition. • To identify subject area wherein repeaters perform poorly.	• The number of repeaters in each grade. • Performance of repeaters in different subjects. • Feedback data on projects implemented to reduce repetition.	• Repetition Rate to be calculated as in Project 1 in Part I.
1.3 Drop-outs	• To assess the number of drop-outs. • To evaluate projects to reduce drop-outs.	• The number of drop outs from each grade in previous year. • Enrolment in each grade last year. • Data on pupils who would be potential drop-outs in current year. Feedback on projects implemented for reducing drop-outs.	• Drop-out Rate = (No. of students dropping out from each grade last year. / Enrolment in the same grade last year.) × 100
1.4 Pupil Absenteeism	• To assess Pupil Absenteeism. • To evaluate projects implemented to reduce absenteeism.	• No. of pupils in each grade. No. of pupils who absent themselves from schools. • Data on factors leading to absenteeism. • Feedback on projects implemented to reduce absenteeism.	• Absentee Rate = (Enrolment in grade—average attendence / Enrolment in grade) × 100
1.5 Late Arrivals	• To assess extent of late arrivals	• Nos. coming late to school in a given period of time in each grade • Data on causes of late arrival • Feedback data in projects implemented to reduce number of late arrivals	
1.6 Student Discipline	• To assess extent of indiscipline in schools	• Data on types of offences and the numbers committing such offences • Data on causes of indiscipline • Feedback data on projects implemented to reduce indiscipline	
Programme I			
1.7 Achievement Levels	—To assess Achievement Levels of pupils	• Data needed is collected under Project 9 in Part I	
1.8 Nutrition	—To assess Nutritional Levels of pupils		
1.9 Medical Inspection and Follow-up work	—To detect physical defects —To ascertain Nos. needing free spectacles, immunization and medical attention		
Programme II			
2.1 Teacher Requirements	• To assess Teacher Requirements	• Data collected under Porject 8 in Part I	
2.3 Teacher Retention	• To identify problems of teachers which affect classroom teaching	• Data on distance travelled, place of residence, home station, mode of travel etc. • Feedback on Project implementation	

Information System for Planing Annual Implementation Plan at School Level (Part II)
(School Development)

PROJECT	END USE	DATA REQUIRED	CONSTRUCTION OF INDICATORS
2.4 Teacher Absenteeism	To assess extent of absenteeism	●Data on leave taken ●Feedback data on Project implementation	
2.5 Teacher Punctuality	●To assess the extent of late arrivals	●Numbers coming late to school ●Feedback data on Projects implemented to reduce the incidence of late arrivals	
2.6 In-Service Training of Teachers	●To identify in-service training needs	●Data on teachers who need guidance and assistance for improving their teaching ●Feedback data on Projects implemented to improve professional competency of teachers	
Programme IV			
4.1 Repairs to existing buildings and infrastructure facilities	●To assess nature and extent of repairs needed	●Data collected under Project 7 of Part I	
4.2 Future Needs of Classrooms and Special spaces	●To assess future needs	●Data collected under Project 7 of Part I ●Data on future space needs	●Projection of Enrolments and assessment of future needs of spaces
4.3 Community support for improving school plant and facilities	●To identify areas for which community supprt could be enlisted	●Data on community support intended in previous years	
Programme V			
5.1 Sports and Athletics			
5.2 Scouting, Cadeting, Guiding etc.		●Data collected under Project 10 in Part I	
5.3 Religious, Cultural and Aesthetic Activities	●To assess level of present participation and to set targets for future development	●Data on pupil's preferences in relation to activities in which they wish to participate	
5.4 Clubs, Societies and Associations		●Data on external agencies which are willing to extend support	

PROGRAMME	END USE	DATA REQUIRED	CONSTRUCTION OF INDICATORS/ CALCULATIONS
Programme I STAFFING OF SCHOOLS Projects : (i) Teacher Needs (ii) Teacher Placement (iii) Teacher Retention (iv) Teacher Absenteeism	●To assess the teacher needs of Schools, Zones, Divisions and Districts ●To assess extent of equity in teacher deployment ●To identify problems of teachers in District ●To assess the extent of teacher absenteeism ●To evaluate progress of Projects implemented under Programme II	●Data on teachers available in each school by name, sex, age, medium, subjects, qualification, home stationetc. ●Aggregate numbers of teachers available and needed by qualification categories in each School, Zone, Division and District ●Particulars of teachers transferred to District from outside ●Particulars of teachers recruited for for the District ●Student enrolment in School, Zone, Division and District	●Teachers' cadre for schools to be calculated as shown in the Circular 3/PP/G/3.1 (19.05.1983) ●Overall District Pupil/Teacher Ratio by medium= Total student enrolment in District in given medium / Total No. of teachers available in District in given medium ● District Pupil/Trained Teacher Ratio by medium= Total enrolment in District in given medium / Total No. of trained teachers including specialists in given medium *N.B.*—Overall Pupil/Teacher ratios and Pupil/Trained Teacher ratios should be constructed in respect of Schools Zones and Divisions
Programme II INSTRUCTIONAL/ LEARNING AIDS Projects : (i) Teachers Guides Handbooks and Course Guides (ii) Teaching equipment and Supplies (iii) Text books and Supplementary Readers (iv) School based production of Teaching Learning material (v) Equipment/Material for Science and Technical Education	●To assess the needs of Course Guides, Handbooks, Teaching Aids, Supplies, Text books, etc to schools ●To identify items of teaching learning material which could be produced at School Level	●Data on availability and needs in respect of these items at School Level, Zonal Level, Divisional Level and District Level ●Data on possible school based production of teaching learning material	
Programme III PHYSICAL NEEDS	*N.B.*— ●Implementation of this Programme will be incorporated into the 3-Year District Investment Plan (rolling). Please see the relevant guidelines		
Programme IV IMPLEMENTATION OF FORMAL CURRICULUM	●To evaluate progress of Primary, Junior Secondary and Senior Secondary Programmes	●Inspection Reports. ●DEOO's Reports on time tabling. ●Data on seminars, exhibitions, etc.,held and planned for the year	

PROGRAMME	END USE	DATA REQUIRED	CONSTRUCTION OF INDICATORS/ CALCULATIONS
Projects :			
(i) Integrated Primary School Programme	⊙To assess deficiencies and problems for follow-up action		
(ii) Junior Secondary School Programme	●To assess adequacy of Seminars in terms of frequency and impact		
(iii) Senior Secondary School Programme			
Programme V			
SPECIAL EDUCATION	●To assess the needs of Pirivenas in the Districts	●Data on training needs of teachers in Pirivenas and Estate Schools	
Projects :			
(i) Pirivena Education	●To assess the competency levels of Estate school teachers and the facilities available in Estate Schools	●Data on teacher requirements in Estate Schools	
(ii) Estate Schools, Taken-over Schools (Plantation Area).		●Data on physically handicapped and mentally retarded children	
(iii) Education of physically handicapped Children.	●To identify physically handicapped and mentally retarded children and their needs	●Data on availability and needs of teachers for physically handicapped and mentally retarded children	
(iv) Education of mentally retarded Children.			
Programme VI			
NON-FORMAL EDUCATION	●To assess the demand for English classes, Adult Education classes and Technical training	●Data on type of Technical Course needed	
Projects :		●Data on equipment available and needed for technical courses	
(i) Weekend English Classes.	●To evaluate progress on Projects under implementation	●Data on needs of adults in community	
(ii) Adult Education.		●Feedback data on progress of Projects under implementation	
(iii) Technical Education/Training.			
Programme VII			
CO-CURRICULAR ACTIVITIES	●To assess the extent of participation of pupils in Co-curricular Activities	●Data on pupils participation in the different activities according to School, Zonal, Divisional and District Levels	—Index of Participation = $\frac{\text{No participating in a given activity}}{\text{Total enrolment}} \times 100$
Projects :			
(i) Sports and Athletics	●To assess the Co-curricular needs in School, Zonal, Divisional and District Levels	●Inspection Reports	
(ii) Scouting		●Data on availability of facilities and needs in School, Zones, Divisions and Districts	
(iii) School Bands			*N.B.*—This index can be computed in relation to Schools, Zones, Divisions and District
(iv) Cadeting	●To evaluate progress of Projects implemented under the Programme	●Feedback data on progress of Projects under implementation	
(v) Clubs, Societies and Associations			

PROGRAMME	END USE	DATA REQUIRED	CONSTRUCTION OF INDICATORS/ CALCULATIONS
Programme VIII			
SUPERVISION	●To assess supervision needs of RDE's Supervisory Staff	●Data obtained from inspection reports	●Construction of performance profiles for schools supervised based on evaluation instruments designed by the Ministry
Projects :		●Data provided by the Heads of schools on training needs of Sectional Heads, etc	
(i) Supervision and Evaluation of School Programme	●To evaluate school as a whole		
(ii) Evaluation of Principals	●To evaluate Principals and teachers	●Data obtained through administration of evaluation instruments designed by the Ministry and RDE	
(iii) Teacher Evaluation and incentive scheme.		●Data on Principals and teachers who perform well	
Programme IX			—
REGIONAL OFFICE MANAGEMENT	●To assess needs for organizational changes	●Feedback data from office supervision and reviews	
Projects :			
(i) Organisation of Office	●To assess available and needed physical facilities	●Data on available physical facilities and office requisites	
(ii) Office Management	●To assess staff requirements	●Data on available staff and needs	
(iii) Office Supervision	●To evaluate office procedure and highlight delays and deficiencies	●Data on welfare services provided and needed	
(iv) Establishment of SLES Officers, Technical Officers, Office Staff, Teachers			
(v) Welfare Services	●To assess welfare needs of staff		
Programme X			
FINANCE, ACCOUNTING AND PAYMENTS	●To assess financial needs for existing requirements and new proposals	●Data on costs of provision of material and equipment under existing Projects and new proposals	
Projects :	●To estimate needs of Supplies of Schools, Zones, Divisions and Section of RDE Office	●Data on non-conversion of salary scales, non-payment of increments arrears, etc	—
(i) Annual Estimates			
(ii) Salaries			
(iii) Bank Accounts			
(iv) Stores and Supplies	●To estimate volume of work in arrears in financial matters	●Data on reconciliation of bank accounts	
		●Data on training needs of officers involved in salary conversions payments, etc	
Programme XI			
PUPIL DEVELOPMENT	●To determine extent of participation of children of school-going age	●Data on population, enrolment repeaters, drop-outs and pupil absenteeism and the underlying causes	●District Gross Enrolment Ratio = $\frac{\text{Enrolment in grades 0-8 in District}}{\text{Population in age span 5-14 in District}} \times 100$

PROGRAMME	END USE	DATA REQUIRED	CONSTRUCTION OF INDICATORS/ CALCULATIONS
Projects : (i) Participation (ii) School drop-outs (iii) Grade Repetition (vi) Pupil Absenteeism (v) Achievemcnt Levels (vi) Nutrition (vii) Health and Physical Development (viii) Bursaries, Scholarships and Placement	●To determine the extent of grade repetition dropping out and absenteesm ●To assess the achievement level, nutritional status and need for medical services ●To determine number of pupils seeking places in popular schoools	●Of pupils Data on pupil performance and achievement levels ●Data on nutritional and health status of pupils ●Data on numbers passing scholarship examinations and numbers seeking placement in popular schools.	●District drop-out Rate = $\frac{\text{Nos. dropping out from a given grade in a given year}}{\text{Enrolment in the same grade in the same year}} \times 100$ ●(drop-out rate can be worked out for each grade using relevant data) ●District Repetition Rate = $\frac{\text{No. of repeaters in a given grade in a given year}}{\text{Enrolment in the same grade in the previous year}} \times 100$ (repetition rates can be worked out for each grade using relevant data) *N.B.*–Gross enrolment Ratio, Drop-outs Rates and Repetition Rates for the District should be compared with the corresponding grades for the country.
Programme XII TEACHER DEVELOPMENT Projects : (i) Pre-service Training (ii) In-service Training (Int.) (iii) (Ext.) (iv) Teacher Resource Centres (v) Profesional Growth	●To assess Pre-service and In-service Training needs of teachers.	●Data on new recruits to teaching ●Data according to qualification categories of teachers needing in-service Training ●Data on existing professional bodies which benefit teachers	—
Programme XIII CURRICULUM DEVELOPMENT Projects : (i) Curriculum Revi vision (ii) Development of New Curriculum	●To assess deficiencies in the exsting curriculum and to identify areas needing revision.	●Data on deficiencies in existing curriculum and suggestions made by Principals and teachers	

PROGRAMME	END USE	DATA REQUIRED	CONSTRUCTION OF INDICATORSi/ CALCULATIONS
Projects :			
(iii) Evaluation and Revision of Teaching material	●To evaluate teaching materials	●Data on teaching materials currently used and suggestions made by Principals and teachers	
Programme XIV DESIGN AND EVALUATION OF CLUSTER SCHOOL TESTS AND SCHOOL TESTS			
Projects :			
(i) District Item	●To identify Teachers, Lecturers and other resource persons to serve as members of district examination councils	●Nominations made by Principals and CEOO.	
(ii) Conduct of Tests		●Data on performing of pupils and according to schools	
(iii) Follow-up on findings on evaluation	●To identify areas in which pupils perform poorly		
Programme XV LOCAL RESOURCES FOR EDUCATIONAL DEVELOPMENT			
Projects :			
(i) District Educational Development Fund	●Todetermine funds necessary	●Data on resource needs for development projects	
(ii) Local Resource Personnel for Education	to identify local talents	●Data on locally available trained and skillled personnel who are willng to function as volunteers.	
Programme XVI MANAGEMENT DEVELOPMENT			
Projects :			
(i) Training of Principals	●To assess training needs of Principals, Office Staff and Field Staff	●Data on training needs of Principals, Office and Field Staff	
(ii) Training of Office Staff		●Data on training programmes available at Staff College	
(iii) Training of Field Staff			

ANNEX II

Part I

ANNUAL SCHOOL RETURNS

Year : .....

1. Name and Address of School :.....
2. Zone/Division/District : ...../...../.....
3. (*a*) A.G.A. Division :..... (*b*) G.S. Division .....
4. (*a*) DDC/MU/UC : ..... (*b*) Ward : .....
5. Electorate : ..... (*a*) Whether considered difficult area .....
6. Type : 1AB/1C/2/3 Boys/Girls/Mixed .....
7. Medium : Sinhala/Tamil : .....
8. Grade Span : 0–5/0–8/0–10/0–12/6–12.....
9. No. on Roll : M ..... F ..... Total .....
10. Approved maximum cadre : .....
    (*a*) Existing No. of Teachers : .....
11. Date of Collection : .....

I.—SERVICE PARTICULARS OF TEACHING STAFF INCLUDING PRINCIPAL DURING YEAR : .....

Name & Reg. No.	Home Station	Educational Qualifications/ Professional Qualifications	Grade/ Designation	Date of Birth	Date of 1st Appoint-ment Date of Appointment to Govt. Service	Date of Appoint ment to District Date of Appointment to School	Salary Scale	Date of increment	Is increment paid ? If not why ?	Date of leaving school/if falling within year and reasons	Whether commen-ded, promoted or subjected to disci-plinary action

Certified correct

Principal's Signature and Date :

Inspecting Staff Officer & Date :

ANNUAL SCHOOL RETURNS

Year : .....

1. Name and Address of School : .....
2. Zone/Division/District :...../...../.....
3. (*a*) A.G.A. Division :..... (*b*) G.S. Division :.....
4. (*a*) DDC/MC/UC :..... (*b*) Ward :.....
5. Electorate :.....
6. Type : 1AB/1C/2/3 Boys/Girls/Mixed
7. Medium : Sinhala/Tamil
8. Grade Span : 0–5/0–8/0–10/0–12/6–12
9. No. on Roll :.....
10. Date of Collection :.....

11. No-pay leave recovery, Rent recovery and Issue of Free Holiday Railway Warrants—Year :.....

(*a*) No-pay leave recovery				(*b*) Rent recovery			(*c*) Free Holiday Railway Warrants			
Name of Teachers	No. of days of No-pay leave taken last year	Amount Recovered *Rs.* *c.*	Amount to be recovered *Rs.* *c.*	Name of Teacher living in Government buildings last year	Amount recovered to Revenue	Amount to be recovered	Name of Teacher	Serial Nos. of Warrants issued/date	No. of Tickets involved	
									self	dependents
1.				1.			1.			
2.				2.			2.			
3.				3.			3.			
4.				4.			4.			
5.				5.			5.			
6.				6.			6.			
7.				7.			7.			
8.				8.			8.			

CHAPTER IX

SCHOOL CLUSTERS

Introduction

THE idea of the school cluster was proposed by the Bogoda Premaratna Committee and later embodied in the White Paper with a view to minimizing the disparities in educational standards and facilities in the 9,500 schools in the Island. It was envisaged that even the smallest school would benefit if it belonged to a group whose collective resources could be shared among the member schools. Schools within a defined geographical area were to be grouped into a cluster for the purpose of better organisation, management and development. Each cluster was to be considered as an administrative entity to meet the educational needs of the entire area it serves, thus making it the smallest unit, for planning the development and organisation of the school system.

The Structure of the Cluster

2. Each cluster comprises a number of primary schools, several secondary schools and one or two collegiate schools with a total pupil enrolment of 3,000-5,000. The largest school with secondary grades and with the best potential is regarded as the natural focus of the cluster and is designated the core school.

The Core School

3. The core school of each cluster has to be developed to have laboratories, workshops, library and co-curricular facilities which could be shared by the other schools, within the cluster. In general, all resources belonging to the cluster pool should be available to all schools within the cluster. By these means it is intended to reduce the under-utilization and unnecessary duplication of specialist teachers, equipment and other facilities and promote optimum utilization of the available resources.

The Cluster Principal

4. The Principal of the core school is the executive head of the cluster and is designated the Cluster Principal while the member schools have their own Principals. The core school is to have an Additional Principal, so that the Cluster Principal could devote sufficient time for the administration of the cluster and for the supervision of education in the cluster schools.

5. The Cluster Principal, as head of the school cluster is responsible to the District Director of Education for the administration and supervision of the schools in the cluster. He is responsible for the deployment of teachers within the cluster, supervision and organisation of curricular activities, co-curricular programmes and the sharing of facilities and equipment within the cluster. As the chief executive of the cluster he is to ensure that the development of the cluster is fostered by harmonious relations engendered by a leadership which can enlist the co-operation of all those within the cluster to achieve common goals.

Administrative Functions

6. The Cluster Principal will have management authority over the cluster which authority he will suitably delegate to the individual schools in respect of school discipline, school finances and school programmes. The District Director of Education will consult the Cluster Principal on the transfer of teachers, minor punishments and the use of facilities fees. He replaces the Circuit Education Officer.

The Pilot Project

7. A pilot project was initiated with the formation of 21 clusters involving 241 schools distributed over 10 Education regions, viz. Nuwara Eliya, Bandarawela, Ratnapura, Kandy, Jaffna, Gampaha, Kurunegala, Tangalle, Matara and Kalutara. An operational programme involving of 14 commonly identified operational projects are being implemented in different clusters. Among them are the following :—

(1) School supervision programmes by committees of member school principals.
(2) Common schemes of work and common mid-year and year-end tests.
(3) Week-end and vacation classes for Grade 5, O. L. and A. L. students.

(4) Grade-wise rationalization
(5) Teacher adjustments and teacher exchanges.
(6) Sharing of physical resources.
(7) Common co-curricular programmes and school-leavers programmes
(8) Demonstration classes for teachers and seminars for students.
(9) Amalgamated School Development Societies.

Guidelines for Action

8. One of the main objectives of the school cluster project is the improvement of the quality of education within the cluster. To achieve this end, a programme of intensive supervision has to be carried out at all levels by the Ministry, District Director of Education, the Cluster Principal and the Principals of the member schools. The member school Principal is responsible for organising the supervision system within the school with the assistance of his Management Committee comprising the sectional heads, grade supervisors and subject co-ordinators. The detailed organisation of such a supervision system is given under the Project on school supervision.

9. The Cluster Principal should draw up a comprehensive cluster based supervision programme ensuring that all schools in the cluster are covered and that the implementation of the programme is done by a team of competent Principals and teachers selected according to their areas of specialisation. This would be in addition to supervision done by the Cluster Principal himself. As the scheme is based on a cooprative and voluntary basis and is confined to the members of the cluster, there is the advantage of mutual understanding of the needs and problems of the cluster. It has the further advantage of a more efficient system of reporting, evaluating and monitoring of follow-up action. Provision has been made for the payment of out of pocket allowances to the Cluster Principal and supervision personnel.

10. The DDE will be directly responsible for the implementation of the supervision programme at the two lower levels and making regular reports on these clusters available to the Ministry. It is necessary to ensure that an adequate academic standard is maintained in all member schools of the cluster. Preparation of common schemes of work, mid-year and end of year tests for pupil evaluation, and implementing a programme of work to bring all schools up to the standard of the core school should be undertaken to achieve this objective.

11. A part of the same programme would be the project on pupil development through the organisation of additional intensive revision calsses at the levels at which the pupils face public examinations, viz., at Grade 5, O.L. and A. L. A similar project as for the academic aspect of the schools, should be organised for the co-curricular activities and school leavers' programmes. This scheme would have to take note of the physical resources and expertise available among the staff of each school and ensure that optimum use is made of the available resources in the cluster. Activities such as sports meets, religious programmes, health projects, etc., should be organised on this basis.

12. A survey should be made of all physical resources available in the cluster such as playgrounds, halls, workshops and laboratories with a view to maximising the use of such resources by sharing them among the member schools. A similar project should be undertaken with regard to manpower resources through a practicable scheme of teacher adjustments and teacher exchanges among the schools in the Cluster.

13. Taking both physical and manpower resources into account, a grade wise rationalization scheme should be undertaken so that unnessary duplication and waste of resources could be minimized. In addition to the SDS and in some cases the past pupils association in each member school, the Cluster Principal is expected to organise an amalgamated SDS with representatives from each school in the cluster. This will encourage and facilitate the sharing of resources among schools and also enable a common programme of activities to be organised for the cluster as a whole.

14. The Cluster Principal is required to conduct regular monthly meetings of the member school Principals where he can review the progress made under each activity and discuss problems of implementation. There should be a system of regular reporting of all activities within the cluster to the DDE.

Functions of the Member School Principal

15. The Principal of each school in the cluster will be responsible for the organisation, management and supervision of his own school in accordance with the programme planned for the cluster. He will be responsible

for formulating an implementation plan for his own school which would include an operational programme covering all projects undertaken by the cluster. He should allocate the activities to be carried out by members of his staff and be responsible for monitoring their progress and for supervision and evaluation. His duties will also include the normal administrative duties in a school.

Evaluation of Clusters

16. A regular and systematic evaluation of the successful implementation of the school Cluster project should be carried out by the DDE. It should be based on the various projects undertaken at cluster level, special attenstion being paid to the following :—

(*a*) Whether planning and organisation within the cluster conforms to the aims and objectives of the project,

(*b*) Whether the implementation of the curricular programme has resulted in improved teaching standards within the Cluster.

(*c*) Whether pupil evaluation and pupil development have been successfully implemented.

(*d*) Whether manpower and physical resources have been put to maximum use and in accordance with the principle of sharing of resources.

(*e*) Whether the co-curricular programme has been effectively organised and implemented on a cluster basis,

(*f*) Whether parental and community involvement has been useful in the implementation of various projects.

(*g*) Whether the Cluster Principal has succeeded in giving the necessary guidance and leadership to foster harmonious relations among members of the cluster community.

Steering Committee

17. A Steering Committee has been appointed under the chairmanship of the Hon. Deputy Minister of Education. Its terms of reference are to keep the Pilot Programme under review, approve the formulation of new clusters, define the duties and responsibilities of relevant personnel and recommend conditions of service and emoluments for them. It will also suggest any necessary modifications for the better management of the Cluster Project.

18. At Ministry level the Cluster Unit has been reorganised under a full-time Director of Education with a view to handling the cluster programme more effectively. Steps are also being taken to implement a training programme for the DDEE, cluster principals, member principals and their deputies on the proper implementation of the cluster programme. Regular briefing sessions for DDEE and residential seminars and workshops at Ministry/ District levels for Cluster/Member Principals and Teachers are also envisaged for the future.

Future Plans

19. An experiment to run the Clusters on two different models, one with an Executive Principal and the other with the Cluster Principal, is under consideration. Where the core school is too large and complex in nature and the Cluster Principal cannot devote adequate time to cluster operations, an experienced SLES officer who will not be in charge of a school, is to be appointed as the Executive Principal of clusters. A seminar/workship has also been organised for Regional Directors and Cluster Principals at which the participants will consider the various proposals made by the Steering Committee regarding the imp'ementation of the projects to be undertaken by the Clusters and the guidelines prepared by the Cluster Unit of the Ministry.

20. It is hoped to extend the Cluster Project in 1985 to the four Pilot districts of Matara, Chilaw, Kegalle and Trincomalee and certain other districts which can be conveniently supervised by the Ministry.

CHAPTER X

SCHOOL PLANNING

IN Sri Lanka steps taken by successive Governments since independence to democratise education, has resulted in an unprecendented quantitative expansion in education. Due to this expansion, changes in the characteristics of the clientele and the need to provide a relevant education resulted in qualitative changes too. Yet, outcomes have fallen short of expectations, as the educational administrative structure continued to function primarily for maintenance as in the past, with little effort for educational development work. It has led to the emergence of a number of problems viz,.

(*a*) the performance gap between plans and targets ;

(*b*) communication gaps between policy making and implementation ;

(*c*) excessive preoccupation with procedures and practices at the expense of major objectives ;

(*d*) the restricted capacity to respond to new programmes for change.

2. Today, no longer can Heads of Schools be content with mearly responding to changes that have been initiated by policy makers. As a result of the challenges and issues they are confronted with Principals themselvs and called upon to perform the new role of initiators of change with a view to —

(*a*) providing equality of educational opportunity ;

(*b*) implementing structural and curriculum changes in schools ;

(*c*) increasing parental involvement in school activities ;

(*d*) managing necessary change and innovation with limited resources.

3. To facilitate the necessary changes the Ministry has initiated a scheme to reorganise its district adiministration by decentraling and deconcentrating educational development functions, with a view to improving educational performance. Hence the need to conceive and operationalise the School as an organisational and planning entity. The school is an organic entity capable of analysing its problems and finding solutions to those problems. This is an approach different from the macro- centrally defined solution that have percolated down from the centre to the periphery in the past. Thus a "bottom up" approach in planning is envisaged. With this in view, the following structures and processes will be developed in schools, to facilitate school level planning activities.

(*a*) The school to be managed as an organisation and planning entity, with internal processes for problem solving, need analysis, problem definition, solution processing, solution finding, adequate implementation processing and evaluation.

(*b*) The school as a planning entity to define objectives viable to itself and to the system it belongs.

(*c*) The definition of objectives to give a definable boundary to the School in the form of aims, aspirations and targets, which will give an identity to the School,

(*d*) The school to be an ' Open System ' where it could establish linkages with the environment and the community it serves.

(*e*) A form of participating management in School activities, which could align skill with Task.

4. The introduction of School planning is a conscious effort made to ensure that major problems and deficiencies in the operation of the School are systematically eliminated and the performance of the school in terms of different programmes, projects and activities are improved. It is therefore intended to manage school problems, improve school performance as well as develop capability within the school to sustain self-reliant development.

5. When the responsibility for planning educational development is in the hands of a central authority, there is a tendency to consider developmental needs in terms of National/District needs and priorities. This type of macro-level planning does not take into consideration educational needs of different localities and individual

schools. In Sri Lanka as there are considerable disparities in the provision of educational facilities between districts and between schools within a district, school level planning is considered to be highly effective as it fosters need based planning.

6. School planning facilititates the development of School activities according to the assessed and available resources of a particular school. It also helps to enlist the co-operation and active participation of teachers and members of the community as they will be directly involved in planning,implementing and assessing outcomes of programmes and projects identified and developed by themselves. Further, it helps to generate enthusiasm among those concerned with educational development.

7. School planning encourages creativity. Instead of being passive implementators of decisions taken at the top, principals and teachers have the freedom of deciding between alternatives. They are also encouraged to indulge in innovations. It also paves the way for the optimum utilisation of available human resources at their disposal. Grass-roots planning teaches self-reliance. It provides opportunities to explore ways and means of mobilising scarce resources.

8. *Annual Implementation Plans at School Level.*—Schools are expected to plan out their activities before the beginning of each year, with a view to systematising the normal activity cycle of a school and making education development activities more effective and relevant. The Ministry of Education has introduced two Plan frameworks viz,

(*a*) School Implementation Plan—Part I ; and

(*b*) School Implementation Plan—Part II.

9. Part I contains a number of projects and activities relating to the normal routine and cyclical activities of the school, i.e., New Admissions, School Time Table, Teaching Staff Requirements, Supervision of Teaching Programmes, etc. It is a fact that schools have programmes running throughout the year. Even if we don't do any planning at all, there is some kind of activity that would take place in the School situation. Therefore most principals tend to be contended with this activity cycle which is invariably present, and feel that no special planning is required.

10. But, it should be noted that these so-called routine and cyclical work too can be systematically planned and implemented. All such important school events and activities should be listed, and each area should be taken as a project. Under each project important activities should be identified. It should be followed by identifying the personnel responsible for carrying out each activity, time schedule for the implementation of differenet activities and their date of completion, etc., thus, systematising the normal routine cycle. By this method unforseen difficulties and bottlenecks can be identified and eliminated well in time. Also difficulties arising from the lack of personnel and other resources can also be avoided, thereby bringing about a smooth flow of work in the School.

11. School Implementation Plan, Part II refers to innovative development projects. It contains school (performance) development activities a school may undertake by Pupil Development, Staff Development, Curriculum Development, Development of School and Community Relations, etc. It contains seven indicative programmes. Under these seven programmes, 30 projects and 86 different activities have been identified. The numbers of such programmes and projects may be increased depending on the resources available.

12. All education development programmes listed in the School Implementation Plan may not be relevant for a particular School For example, a project to improve the participation rates may be more relevant to a school in a backward rural area, than to a school in an urban setting. This does not mean that it is irrelevant to all urban schools. A school catering to the educational needs of children from urban slums may feel that such a project is of importance. Therefore Principals of schools should select projects which are relevant and meaningful to the needs of their particular schools. If the need arises, they have the liberty to develop new projects to suit their school situations. What is important is to realise and appreciate the fact that educational development work should be undertaken in planned and organised manner. These school plans will be made use of in preparing zonal plans.

13. Schools have already been provided with copies of School Level Annual Implementation Plan Formats, Part I and II. Further, the R.D.E./D.E.O. issues to heads of schools guidelines setting out regime priorities, problems and deficiencies observed, and implementation gap at the School level. It is necessary to link school

level planning to planning at zonal, divisional and district levels. The Head of a school should identify and indicate to DEO/RDE, the support, whether it is financial, non-financial material or organizational, the D.E.O./R.D.E. office should extend to the selected school projects.

14. For purposes of plan implementation, progress control and evaluation, there should be in each school a Management Group consisting of Principal, Sectional Heads/Supervisors. (In whole without sectional heads, the Management team would consist of Principal and one or more teachers depending on the school size). While the Management Group as a whole is responsible for the selection of preferred projects, each member should be responsible for the supervision implementation of a given project or set of projects under the overall supervision of the Principal. The review function is the responsibility of the whole Management Group.

15. Given below is a case study of a school which has adopted planning to solve some of its problems. The Principal summons a staff meeting to discuss and decide on ways and means of planning. From their first-hand knowledge of the school and its immediate environment, the principal and the teachers realize that there are certain deficiencies and bottlenecks for the further development of their school. Therefore they decide to undertake school development projects as indicated in the guidelines, with a view to improving the quality and productivity of their educational effort.

16. Although the school had undertaken ad hoc development activities from time to time, they did not have a suitable planning organisation. Therefore at the Staff Meeting it was decided to call a meeting of the school Development Society (SDS). At this meeting a Planning Committee was formed with the Principal as its Chairman. The other members of the committee were, the Deputy Principal, Sectional Heads, two or three Staff members and a few parents and well-wishers. At the inaugural meeting of the planning committee, it was decided that priority be given to the programme on pupil development, but they were unable to take a decision on what projects should be undertaken first. In order to select relevant and meaningful projects, and to acquire an insight into some of the problems, the committee decided to set up the machinery and procedures for the collection and analysis of statistical data and other related information required for planning.

17. A sub-committee, chaired by the Maths teacher of the school was appointed to collect relevant data relating to enrolment, repetition dropouts, pupil absenteeism etc. This data was collected by grade, sex, age, distance from home to school, etc. It was not difficult to obtain this data as the school had developed its own Data Bank. Information had been collected through the Educational Management Information Service using the formats prepared by the Ministry. This was supplemented by the collection of other desirable data using a similar process. The data so collected was tabulated and analysed to highlight defects and deficiencies which are to be corrected so as to enhance pupil development.

18. Let us assume that the analysis of data revealed that pupil absenteeism and drop-out were the most pressing problems. To find out the causative factors of these problems, it was seen necessary to assess the environmental setting and obtain data relating to the socio-economic and educational status of parents of those pupils who were responsible for creating the above-mentioned problems. This exercise too was carried out by the data collecting sub-committee. On the basis of the information collected, it was found out that pupil absenteeism was the core problem. Due to frequent absenteeism many pupils were compelled to repeat grades once or more and finally persistant failure causes pupils to drop-out prematurely from school. Thus in this particular school, educational wastage was very high. Therefore, the planning committee identified pupil absenteeism, repetition and drop-out as three different projects to be incorporated in the school development plan.

19. According to the findings of environmental survey, the high incidence of absenteeism was due to —

(1) poverty :—
  (i) no exercise books
  (ii) no money for clothes
  (iii) no money for food

(2) illness

(3) looking after younger children

(4) distance of home from school, etc.

The Planning Committee realised that if, absenteeism is to be reduced, activities should be planned to eliminate all or some of the constraints faced by pupils in coming to school regularly. But, before a blue-print for action was to be prepared, it was found necessary to cost the future needs. Using the available cost data, the planning committee costed each group of needs with due consideration to fluctuations in prices. Thereby they estimated the total financial outlay which should be available if all needs are to be satisfied.

20. This costing exercise was made easy due to the availability of pupil numbers who are in need of exercise books, clothes, food, etc. and the current prices of these items. At the time of analysing data, the planning committee had taken stock of available resources for the development of school activities. The data relating to resources were extrapolated into the future and they obtained an idea of resources which could be reasonably anticipated on the basis of past trends. With the help of this data, the Planning Committee reviewed future needs, established priorities among competing activities for resources and set targets which can reasonably be achieved with the anticipated investment of resources.

21. After giving due thought to alternative means of achieving the objectives, the planning committee prepared a clear statement of what is proposed, why it is proposed and how the proposals are going to be implemented. This is called the "project document", or the plan. It contains a brief introduction, providing, some information relating to the historical background and present status of the school. The data collected earlier were very helpful in bringing out a complete picture of the past and present situation of the school.

22. The introduction was followed by the rationale, which contained a justification for the project. It clearly showed why this project is important, and why it is prefered to other available alternatives. Thirdly, it contained a statement of the global objective, followed by its breakdown into specific objectives. The most important section of the document was the one dealing with the nature of activities to be undertaken and how they are going to be achieved. In other words, how the plan is to be executed. The Planning committee felt that certain activities had to be organised outside the school too with the help of well-wishers and Rural Development organisations. These were also included in the document in order to present a complete picture of planned activities.

23. For the purpose of implementation, a Management Group was formed under the leadership of the Principal. Different activities were sorted out and placed under the responsibility of different personnel. This helped to bring about a participatory type of involvement. Thus, they developed an organisational framework for various activities. The resources (men, money and material) needed for each activity were allocated. The time within which each activity is to be completed was indicated. Moreover, such other operational details such as delegation of authority, lines of commnnication, assignment of responsibilities, and installation of feedback and control mechanisms were also developed and spelt out in detail. The process followed so far could be illustrated on a chart like this. Other projects could be planned in the same manner and the chart could be made elaborate to include more details.

Programme : Pupil Development

Projects	*Aims*	*Work Activities*	*By whom*	*Targetted date*
1. Pupil absenteeism	To reduce pupil absenteeism	1. Study the intensity of pupil absenteeism and causative factors like transport difficulties, seasonal occupation patterns, etc.	Planning Group—P/D.P. Sectional Heads, 2 teachers and parents	Jan. 15th
		2. Design a programme to reduce absenteeism at least in a few selected grades	Planning Group as above	Feb. 1st
		3. Implement the above design ..	Management Group P./DP. 2 Teacher representatives, SDC Secretary, 2 parents, 2 well-wishers	March 1st.

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24. As the project was being implemented, the machinery to evaluate the rate of progress and detect deviations was set up. In fact, a statement on evaluation and evaluation procedures were formed in the project document itself. The document also contained a statement of cost estimates, under the main headings of capital costs (if any), maintenance costs and recurrent costs. It contained a breakdown of financial support given by well-wishers and funding organizations. On the basis of the evaluation, revisions and replanning were to be undertaken. Thus a project, if necessary would be continued for a number of years, in the form of a rolling plan.

25. It is important to enlist the support of all who belong to the school community in implementing various programmes and projects of the school plan. The School plan should not be the plan of one person or a group of persons. It should be the plan of all concerned with the school. If the support of all such persons is enlisted in the planning stage, it will be easy to get all of them involved in the implementation stage, as well. Thus each person will be able to say " it's our plan " and not " it's my plan " or " his plan ". The Teachers' Record Book supplied to Principals and Teachers of IAB schools of pilot areas could be used as a document to indicate the involvement of each teacher in the school plan. The above constitutes a series of complex and interlocking activities which is the process of institutional planning at the school level.

A format for an Annual Implementation Plan at School Level, 1983 — Part

Project Activity :

1. New Admissions
2. School Time Table and Calendar of School activities
3. Implementation of Formal School Curriculum
4. Supervision of Teaching Programme
5. Evaluation of Pupil Performance (Internal)
6. Evaluation of Public Examination Performance
7. Physical Plant and Facilities
8. Teaching Staff Requirements
9. School Welfare Services (Teachers and Students)
10. Extra-curricular Activities
11. School and Community Relations
12. Maintenance of School Records.

Framework for Annual Implementation Plan at School Level, 1983—Part II (School Development)

Programme	*Projects*
1. Pupils	1.1 Participation
	1.2 Retention
	1.3 Dropouts
	1.4 Pupil abaenteeism
	1.5 Late arrivals
	1.6 Student discipline
	1.7 Achievement levels
	1.8 Nutrition
	1.9 Medical inspection and follow-up work
2. Teachers	2.1 Teacher requirements
	2.2 Teacher utilization
	2.3 Teacher retention
	2.4 Teacher absenteeism
	2.5 Teacher punctuality
	2.6 In-service Training of Teachers (External)
	2.7 In-service Training of Teachers (Internal)
	2.8 Professional Growth of Teachers

Programme	*Project*
3. Curriculum ..	.. 3.1 Revision and Development of Teaching Materials 3.2 Special Projects
4. School Plant and Facilities	.. 4.1 Repairs to existing buildings and infra-strncture facilities 4.2 Assessment of future needs of new classrooms, laboratory, work-shop and other spaces 4.3 S.D.S. and Community Support for improving school plant and facilities
5. Development of co-curricular activities	5.1 Sports and Athletics 5.2 Scouting, Cadeting, Guiding and related activities where liaison with external agencies is necessary 5.3 Religious, Cultural and Aesthetic Activities 5.4 Clubs, Societies and Associations
6. Guidance and Counselling	.. 6.1 Pupil personality Record sheets 6.2 Career guidance
7. School and Community Relations	7.1 School Development Society, OBA, OGA, etc. .. 7.2 Parent, School and Community relations.

CHAPTER XI

SCHOOL ZONING

SCHOOL mapping needs to be integrated as a part of planning for educational development. One consequence of failure to do so, is that proposals are made for establishing/upgrading schools without taking into consideration the needs of geographical areas to be served by these schools. To optimise the use of available resources for meeting educational needs, it is necessary to implement a scheme consisting of the following operations :—

(*a*) Division of each of the present Districts into school zones.

(*b*) Determination of the number of schools required and their locations in each zone to meet the demand for Primary, Junior Secondary and Senior Secondary Education.

(*c*) Assessment, on the basis of above school network, infrastructural facilities needed for each school zone

(*d*) Preparation on the basis of (*c*) a 3-Year Zonal Investment Plan.

(*e*) Preparation on the basis of (*d*) a 3-Year Divisional/District Investment plan.

The 3-Year District Investment Programme is concerned with the provision of infrastructural facilities. The Annual Implementation Programme (Investment) should incorporate the First Year of the 3-Year Investment Programme.

2. Demarcation of school zones has to be done after a careful study of the topographical features and road network of the district and the existing boundaries of Grama Sevaka Divisions and Wards. Grama Sevaka Divisions and Wards are used in zoning as population data are available for these units. The following two maps needed for demarcation of zones can be obtained from the Surveyor-General's Department :—

(*a*) A topographical map of the district.
(Scale 1 inch to a mile).

(*b*) A map showing the Gramasevaka Divisions.
(Scale 1 inch to a mile).

3. However, maps showing the Wards in urban areas are not obtainable from the Department of the Surveyor-General. Such maps can be obtained from the local authorities (Municipal Councils, Urban Councils and the Offices of the former Town Councils). Under the direction of RDE, the Planning Unit of the RDE office should initiate and complete all work connected with the demarcation of school zones. In districts with sub-offices, one officer from each such office should be co-opted to assist the Planning Unit. Similarly, the services of a few teachers may be co-opted to help the Planning Unit in its work.

(1) Obtain from the Surveyor-General's Department two maps :

(*a*) one map (the coloured one inch sheets) showing the topographical features of the district, and

(*b*) the other (same scale) showing the Gramasevaka Divisions of the district.

(2) For the Municipality of Colombo, a 16 chains to one inch map from the Surveyor-General's Department should be obtained. For other urban areas (Municipal Council, Urban Council and Town Council areas) maps showing the Wards in urban areas should be obtained from the relevant authorities. Separate maps of urban areas drawn on a larger scale are required, if the urban areas have a large concentration of schools and the location of the schools cannot be clearly shown on a one inch to a mile map due to the high school density. If this is not the case, the location of both the urban and rural schools can be shown on the same map. A map of the Municipality of Dehiwela-Mount Lavinia can also be obtained from the Surveyor-General. Maps of the other urban areas have to be obtained from the relevant local authorities. If these authorities do not have maps to spare, tracings of the maps available with the local authorities may be obtained. The map on tracing paper should show all the Wards. It should be noted that no free-hand sketches should be drawn.

4. Demarcation has to be done in two phases :—

(*a*) *Phase I* consists of demarcation of zones in rural areas.
(*b*) *Phase II* consists of demarcation of zones in urban areas.

Please note that the two phases can be combined if, as indicated before, the concentration of urban schools is not high and the locations of the urban as well as the rural schools can be clearly shown on the same map. In this case it may not be necessary to obtain separate maps of urban areas.

5. *Demarcation of zones in rural areas/rural and urban areas.*—On the map obtained from the Department of the Surveyor-General showing the Gramasevaka Divisions within the District, mark the locations of the diffierent types of schools in the rural Gramasevaka Divisions and (if the two phases referred to are combined) in the urban areas. Use the following symbols to show the different types of schools.

Type 1 A, B,	..	Star	✳
Type C	..	Square	□
Type 2	..	Triangle	△
Type 3	..	Circle	●

6. Carefully study the physical features shown in the topographical map and the locations of the schools. Use the knowledge of topographical characteristics and the following criteria to divide the rural areas of the region into a suitable number of school zones. (for this purpose, the assistance of CEOO and Gramodaya Mandalayas may be obtained).

(i) A zone may consist of several contiguous G. S. Divisions.

(ii) The whole area of G.S. Division/Ward should be included in a zone i. e. no zonal boundary should cut across a G. S. Division. This criterion may be relaxed if a G. S. Division has a physical barrier such as a forest within it. In such a situation, the natural barrier may be taken as a part of the zonal boundary

(iii) No impassable physical barrier should separate some schools within a zone from the others within the same zone.

(iv) The number of schools in a zone should not generally exceed 15. In an urban area with a high school density, the number of schools to be included may exceed 15. Similarly in an area with a low school density, the number of schools to be included in a zone may be less. Urban areas generally have a high school density and the optimum use of such available facilities should be made. Theefore, the size of the population to be served by schools in an urban area should gencrally be larger. An urban area may be divided into two or more zones or it may form one zone depending on the school density. If an urban area is small or if the urban population to be served by the urban schools is relatively small, such an urban area may be combined with one or more contiguous G. S. Divisions. When an urban area is divided into two or more zones, each such zone may be combined, if necessary, with two or more contiguous G. S. Divisions. Care should be taken to ensure that the whole area of an urban ward is included in an urban zone and not a part thereof.

(v) A zone may or may not have a Senior Secondary School/Schools.

(vi) Where it is not possible to have a Senior Secondary School in a zone two or more contiguous zones may share the facilities of a Senior Secondary School/Schools.

Notes.—(1) Where criteria (ii) and (iii) are in conflict the Planning Unit should use it's discretion to resolve the conflict.

(2) In demarcating zones, the existing circuit/boundaries need not be preserved. In other words, a zonal boundary may cut across an existing circuit or even the electorate boundary if it could be adequately justified.

(3) A zone may have schools of different media.

(4) where there is a school cluster, the whole cluster may be included in the same zone, if this is possible, in conformity with the criteria indicated. If this is not possible, the schools forming the cluster may be included in two contiguous zones.

7. *Phase 2 : Demarcation of School zones in Urban Areas.*—If the two phases referred to are not combined, in respect of each urban area, perform the following operations :

(i) Mark on the map drawn for each urban area, the locations of the different types of schools using the the same symbols as for schools in the rural areas.

(ii) Using the same criteria as for the demarcation of the school zones in rural areas, and with the assistance of the CEOO devide each urban area where necessary into two or more zones. The whole area of a Ward should be included in an urban zone.

8. Each zone should be identified by a name and number. A zone may be named after a G. S. Division if the zone is in a rural area or after a town or ward included in the zone if the zone is in an urban area. A list of schools should be prepared for each zone. In the list the following particulars about each school should be given :

- Name of School
- Medium
- Type (whether 1 AB, 1C, 2 or 3)
- Whether Mixed/Boys/Girls

9. Mark the boundary of each zone on the Surveyor-General's map showing the G. S. Division (and locations of the schools). Now draw the boundary of each zone on the topographical map obtained from the Surveyor-General. The zonal boundary should be shown in thick line using a colour which is different from those of other lines marked on the map. After drawing the zonal boundaries on the topographic map, mark the locations of the different types of schools within the zones drawn on the topographical map, using the set of symbols indicated. In districts without Divisional Education Officers, a C. E. O. may be in charge of two or more zones until arrangements are made to provide a body/person to operate at zonal level.

10. *Rationalization of School Network in School Zones.*—By rationalization we mean the optimization of utilization of resources to provide primary,junior secondary and senior secondary educational facilities for meeting the needs of the population in a given geographical area. Rationalization has, therefore, to be based on a detailed consideration of the following questions :

(*a*) What is the size of the present school-age population in the G. S. Division/Wards that are included in a zone ?
(*b*) What will be the size of the school-age population in the coming years ?
(*c*) Will there be new settlement areas in a zone ? what will be the size of the school-age population in each such settlement area ? (Data on school-age population in new settlement areas can be obtained from the Settlement Authority.)
(*d*) Do we have adequate facilities in a zone for primary/junior secondary/senior secondary education ?
(*e*) What areas are underserved in relation to primary/ junior secondary/senior secondary education ?
(*f*) Which schools are overcrowded ?
(*g*) Which schools are underutilized ?
(*h*) Which schools need to be amalgamated ?

11. We need to consider the above questions in detail with a view to achieving the following objectives :

(i) To provide access to all primary school-age children.
(ii) To provide junior secondary education for those completing the primary cycle.
(iii) To provide senior secondary education for those completing junior secondary education.
(iv) To prepare zonal and district-plans for development of education.

The Planning Unit of the Divisional Education Office/District Education Department should be responsible for rationalizing the school network and preparing the zonal plans/district plans (if such a Unit has not already-been set up, steps should be taken to set up such a Unit without delay).

12. *Preliminary Data Collection and Tabulation.*—For rationalization it will be necessary to collect relevant data from the schools. Obtain data on enrolments in Form A and data on physical facilities in Form B from each school. Complete Forms D, E, F, G, and H using the data obtained in Form A. (Please note that population data are provided in Form C by the Ministry. The population data for all the G. S. Divisions and Wards in your

District can be obtained from the Planning branch of the Ministry. The data collected by you in Forms A and B the population data provided by the Ministry and the personal knowledge of officers involved, should be used to rationalize the school network as indicated below.

13. *Rationalization of the Primary School Network in a Zone.*—Completed Form D would indicate in respect of each zone :

(*a*) the number of pupils in primary grades attending a given school from different Grama Sevaka Divisions within a zone as well as those coming from outside the zone;

(*b*) the number of primary pupils in each Grama Sevaka Division attending schools in the zone;

(*c*) the number of children in each Grama Sevaka Division attending school/schools in the same Grama Sevaka Division.

Thus it is possible to find out by examining the pupil flows and the location of schools shown in the zonal/district school map/maps, areas within a zone which are not properly served when pupil flows are considered.

14. In order to assess the primary educational facilities needed in a zone, please carry out the following operations :—

(1) (i) Determine the enrolment ratio in primary education by using the population data supplied by the Ministry and the data collected from schools by the D.E.O/R.D.E

$$\text{Primary Enrolment Ratio} = \frac{\text{Pupils in grades Kg—5 coming from within the zone in both media in 1984} \times 100}{\text{Population in the age span 5—11 in 1984}}$$

(ii) It is now necessary to set a target enrolment ratio for 1990

(*a*) If the enrolment ratio for 1984 is above 90 the 1984 ratio may be assumed to remain constant until 1990, or it may be assumed to change by one or more percentage points by 1990 depending on the particular circumstances of the zone.

(*b*) If the 1984 ratio is between 85 and 90 the target ratio for 1990 may be obtained by adding one or more percentage points to the 1984 ratio depending on the particular circumstances of the zone.

(*c*) If the enrolment ratio is below 85 the target for 1990 may be obtained by adding 3 or more percentage points to the 1984 ratio depending on the particular circumstances of the zone.

(*d*) Apply the assumed target enrolment ratio for 1990 to the projected 5—11 population of 1990 to derive the primary enrolment of each zone in 1990 in both media.

(*e*) If there are new settlement areas it would be necessary to increase the derived primary enrolment under (D) above by the number of children coming from these areas (data regarding children from new settlements should be obtained from the relevant authorities).

(*f*) The derived primary enrolment of a zone in 1990 should be divided between Sinhala and Tamil media in the ratio of Sinhala and Tamil enrolments in 1984.

(2) (i) Compare the derived primary enrolment of 1990 of each zone in each medium with the facilities presently available to determine whether the number of primary school places available is sufficient to meet the needs of 1990.

(ii) If the number of places available is insufficient we have to study the flow data given in Form D to ascertain whether the present distribution of facilities is even.

(3) If the number of primary school places available is not sufficient or if the distribution of facilities as indicated in Table D is uneven the following steps may be taken to meet the needs of 1990.

(i) If the primary school or a primary section of a secondary school is overcrowded, the following alternatives may be considered.

(*a*) Constructing new classrooms to reduce pressure of congestion. If a school is to be expanded by putting up additional buildings it is necessary to consider the present size of the school and the availability of land.

(*b*) Establishing a new primary school in a suitable locality to reduce the pressure in overcrowded schools and to provide more primary school places with a view to making primary education more accessible.

(ii) Children may be transferred from an overcrowded primary school or the primary section of a secondary school to an under-utilized school if the children are not unduly inconvnenienced by such transfer; where possible the schools involved may be amalgamated.

(iii) If the enrolments in grades 6 –10 of a junior secondary school are low and the enrolments in these grades are likely to remain low due to low population density of the area the junior secondary grades of such a school may be phased out/dried up with a view to making the school a primary school.

(iv) If the present enrolment of a school is low not due to the out-flow of pupils from the catchment area but due to the fact that the school is located in an unsuitable locality, such a school may be phased out.

(v) If a particular Grama Sevaka Division within a zone has either indaequate facilites or no primary schooling facilities as indicated in Form D a new primary school may be set up or an existing school may be expanded provided the available data justify the adoption of such a step.

Note.—In rationalization, particular attention should be paid to the size of the school. Lean classes with low enrolments are very uneconomic . On the other hand multiplication of parallel classes to create a very large school at the expense of other schools in a zone should be avoided. We should strive to reduce or eliminate unnecessary flow of pupils and to optimally use the available facilites of all schools.

14. In the formulation of proposals under (i)—(v) the Planning unit of the District/Divisional Office should keep in view the number of primary school places needed if the target level of participation is to be achieved in 1990 and the Unit must take a set of decisions which would indicate (in respect of each medium).

- the existing primary schools which would continue in their present locations;
- the new primary schools and the locations of these schools;
- the schools which would be amalgamated/expanded;
- the primary schools which would be phased out. (a given zone may or may not have schools in all the above categories).

Note.—(*a*) If a primary school is to be closed down, the RDE/DEO should inform the M.P. of the area, the S.D.S. and the Principal of the particular circumstances which necessitate the closure. If there are any objections each objection should be brought to the notice of the Planning Branch of the Ministry.

(*b*) The Form L to indicate the rationalized school network.

(*c*) Records should be maintained to provide the necessary justification of all decisions taken for rationalization.

15. For each school, we must decide on the number of parallel clasess at each grade level. In a one-form entry school there will be only one class at each grade level ; in a two-form entry school there will be 2 parallel classes at each grade level; in a three-form entry school there will be 3 parallel classes at each grade level; in a four-form entry school there will be 4 parallel classes at each grade level; in a five-form entry school there will be 5 parallel classes at each grade level in the primary cycle. In other words every school will be a one-form entry/two-form entry/three-form entry/four-form entry/five-form entry school. A school should be permitted to have more than 5 parallel calsses at each grade level in the primary cycle only either as a temporary measure or under exceptional circumstances. On the basis of the rationalized primary school network the Planning Unit must now assess the needs of the current year and those of 1990.

(*a*) space needs (buildings and land) of primary grades of each zone;

(*b*) furniture and equipment needs of primary grades of each zone.

16. In assessing needs of a zone, particular attention should be paid to the possibility of sharing facilities among schools. For example, every school need not have a playground.

The above needs would include the needs of existing school and those of schools to be established. However, needs of schools to be closed down should not be included. It has to be emphasized that a decision to start a new school should be based on the assessed needs of a given locality and such a decision should be incorporated in the

zonal plan which provides the basis of the preparation of the 3-year District Plan. Therefore, no poposals for infra-structural development should be made, in future, outside this Plan.

17. *Rationalization of the Junior Secondary School Network in a Zone.*—Completed Form E would indicate in respect of each zone :—

(*a*) the number of pupils in junior secondary grades attending a given school from the different Grama Sevaka Divisions from within the zone as well as those coming from outside the zone;

(*b*) the number of junior secondary pupils in each Grama Sevaka Division attending schools within the zone;

(*c*) the number of junior secondary pupils in a Grama Sevaka Division attending school/schools in the same divisions.

Thus it is possible to find out by examining the pupil flows and the locations of schools indicated in the zonal school map areas within a zone which are not properly served when junior secondary pupil flows are considered.

18. In order to assess junior secondary (6—10) educational facilities needed,carry out the follwoing operations in respect of each zone for each medium :

(i) Express the enrolment in grades 6—10 in 1984 as a percentage of the enrolment in grades Kg—5 in 1984.

(ii) Use the above percentage and the derived Kg—5 enrolment for 1990 to clculate the likely enrolment in grades 6—10 in 1990. The derived junior secondary enrolment of 1990 should be divided between the Sinhala and Tamil media in the ratio of the enrolment in these media in 1984. (The calcuated number of pupils in grades 6—10 in 1990indicates the number of junior secondary pupil places needed in 1990.)

19. (i) Compare the derived junior secondary enrolment of 1990 of each zone in each medium with the facilities presently available to determine whether the number of junior secondary school places available are sufficient to meet the demand of 1990.

(ii) If the number of places available are insufficient we have to sudy the flow data given in Form E to ascertain whether the present distribution is even.

20. If the number of junior secondary school places is not sufficient or if the distribution of facilities as indicated in Form E is uneven the following steps may be taken to meet the needs of 1990 :—

(i) If a junior secondary school of a zone is overcrowded, the following alternatives may be considered.

(*a*) Construction of new classrooms to relieve the pressure of congestion in the existing school.

(*b*) Transferring some of the pupils to one or more shcools which are underultilized.

(*c*) Providing junior secondary schooling facilities by upgrading an existing primary school in a suitable locality to absorb some of the pupils presently attending the crowded school as well as to provide some or all of the additional places needed in 1990.

(ii) If a particular zone has no junior secondary school or if the facilities available are inadequate, junior secondary schooling facilities may be provided/expanded by upgrading an existing primary school in a suitable locality provided the available data justify such a step.

Note.—Before a decision is made to expand an existing school, we need to consider :—

- the present size of the shcool;
- how the expansion would effect the enrolments in other schools.

We should strive to optimize the use of available facilities in all the schools in the zone.

21. In formulating proposals under (i) and (ii), the Planing Unit should keep in view, the number of junior secondary school places needed in 1990 in respect of each medium. After considering the assessed needs of every zone and the alternatives available for meeting the needs, the Planning Unit must take a set of decisions which would indicate in respect of each zone the needs of the current year and those of 1990 to answer the following questions :—

- Which of the existing junior secondary schools would continue in their present locations ?
- Which of the existing primary schools would be upgraded to junior secondary status ?
- Which of the existing schools would be amalgamated/expanded ?

- Which schools would have their junior secondary grades closed down phased out ?
- Where would new junior secondary schools be established ? (a zone may have schools in some or all of the categories indicated by the above questions)

Note.—(*a*) If the post primary grades of a junior secondary school are to be closed down, the RDE/DEO should inform the M.P. of the area, the SDS, and the Principal, of the particular circumstances which necessitate the closure. If there are any objections to the closure, such objections should be brought to the notice of the Planning Branch of the Ministry.

(*b*) The Form L to indicate the rationalised school network.

(*c*) Records should be maintained to provide the necessary justification of decisions taken for rationalisation.

22. The requirements as assessed in the manner indicated should be used for the preparation of the 3-year zonal Plan described in part 2 of the guidelines. No proposal for upgrading a primary school should be made in the future outside this plan. On the basis of the above rationalized junior secondary school network, the Planning Unit should assess the needs of the current year and those of 1990 to indicate :

(*a*) space needs ;
(*b*) furniture and equipment needs of junior secondary grades of each zone ;
(*c*) in assessing needs particular attention should be paid to the possibility of sharing facilities among schools in a zone.

The above needs would indicate the needs of existing grades 5—10 and those of grades to be established However, the needs of grades to be dried up should not be included.

23. *Rationalization of the senior secondary school network in a District.*—The catchment area of a senior secondary school has to be larger than the catchment area of a primary/junior secondary school. Further, senior secondary education, particularly senior secondary science education, requires the provision of special facilities which should be optimally utilized. In planning for the provision of senior secondary education one must avoid the situation where in facilities provided on the basis of assessed needs of a future date remain unutilized for many years. In order to rationalize the senior secondary school network the following operations should be carried out.

24. Complete Form F, G and H. Form F gives particulars of A/L Science pupils, Form G gives particulars of Arts pupils and Form H gives particulars of Commerce pupils. In column A of each of the Foms F. G. and H write vertically (one below the other) the names of the different zones in the district, on the top of the succeeding columns, a, b, c etc. in the space provided, write the names of the zones in the same order as that in which the zones are arranged in column A. In columns a, b, c etc. indicate the numbers of pupils from different zones attending schools in each of the zones shown in column A.

(i) The completed form F would indicate in respect of the science stream :

(*a*) the total number of A/L Science pupils in a zone.
(*b*) the total number of A/L Science pupils from a zone attending a school/schools within the same zone.
(*c*) the number of A/L Science pupils of a zone attending schools in other zones.

(ii) The completed From G would indicate in respect of the Arts Stream :

(*a*) the total number of A/L Arts pupils in a zone.
(*b*) the total number of A/L Arts pupils from a zone attending a school/schools within the same zone.
(*c*) the number of A/L Arts pupils of a zone attending schools in other zones.

(iii) The completed Form H would indicate :

(*a*) the total number of A/L Commerce pupils in a zone.
(*b*) the total number of A/L Commerce pupils from a zone attending a school/schools within the same zone.
(*c*) the number of A/L Commerce pupils of a zone attending schools in other zones.

(iv) If there is a zone without senior secondary educational facilities in one or more streams, in respect of such a zone, complete Form J to assess the demand for senior secondary education in a given stream. To derive the numbers given in columns 3, 4 and 5 of Form J divide the number indicated in column 2 in the ratio of A/L Science arts and commerce enrolments in the whole district.

(v) Study carefully the flow of pupils indicated in Forms F, G and H together with the completed Form J to answer the following questions :—

(*a*) Which zones presently have a large inflow of pupils in a given Stream ?

(*b*) Which zones presently have a large outflow of pupils in a given Stream ?

(*c*) Do the zones with large inflows have adequate facilities ? Are these facilities fully utilized, over utilized or under-utilized ?

(*d*) Do the zones with large outflows have adequate facilities in a given Stream? Are these facilities fully utilized, over-utilized or under-utilized ?

(*e*) Are these zones without facilities in a given Stream ? Do the numbers qualifying from within such a zone justify the provision of facilities within the zone ?

25. Wherever the number of pupils are not sufficient to continue/create a Stream in a given zone,it may be necessary to share the facilities in a senior secondary school with two or more zones. In the light of the above analysis it is now necessary to take decisions to :

(*a*) expand facilities in existing schools ;
(*b*) phase out (dry up) a Science/Arts/Commerce Stream in some of the existing schools ;
(*c*) set up a new Stream/Streams.

Note.—(*a*) If a particular stream of a school is to be closed down the RDE/DEO should inform the MP of the area, the School Development Society and the Principal of the School, any particular circumstances which necessitate the closure of the stream. If there are objections to the closure, such objections should be brought to the notice of the Planning branch of the Ministry.

(*b*) Use Form L to indicate the rationalized school network.

(*c*) Records should be maintained to provide the necessary justification of decisions taken for rationalization.

26. *Preparation of the 3-Year District Investment Plan.*—The main purpose of demarcation of school zones and rationalization of the school network within each zone is the preparation of a 3-year District Investment Plan based on the assessed zonal needs. The Planning Unit should prepare a 3-year plan in the manner indicated below :

(1) For each zone indicate the additional building requirements, furniture and equipment requirements under primary cycle (grades Kg.—5), junior secondary cycle (grades 6-10) and senior secondary cycle. Cost the additional requirements of each cycle and phase the expenditure over a three-year period. The zonal requirements and the phased expenditure over three-year period would form the draft zonal plan.

(2) Summate the costs of additional requirements of zones to show the cost of additional requirements for the sub district/district under primary, junior secondary and senior secondary cycles. The sub-district/district requirements and the phased expenditure would form the draft sub-district/district plan.

(3) Estimate using past data (and in consultation with the District Ministry if necessary)the financial resources that are likely to be made available to the district during the next 3 years under :

(*a*) Ministry Estimates.
(*b*) Decentralised Budget.

(4) Divide the sum of the amounts from the above two sources among the 3 cycles of education in proportion/to their costed additional requirements.

(5) Divide the amount for the primary cycle of the district as indicated under (4) among the sub-districts/zones in proportion to the costed additional requirements of the primary cycle of the sub-districts. Similarly divide the amounts for the junior secondary and senior secondary cycles of the district among the sub-districts/zones in proportion to the costed additional requirements of junior secondary and senior secondary cycles of the sub-districts/zones.

(6) After completing (5) revise the draft sub-district and zonal plans to meet the priorities in primary, junior secondary and senior secondary cycles within the allocations indicated for the zones. In this exercise particular attention should be paid to the disadvantaged zones within each sub-district/district.

Note.—In districts with Sub-Districts or Divisions,Sub-District/Divisional Plans should be prepared and the District Plans should be based on the Sub-District/Divisional Plans.

27. As the funds available for a zone would not be sufficient to meet all the additional requirements of each cycle,it is necessary to prioritise the requirements of each cycle of each zone in a sub-district/district. The priorities of each cycle may be selected by the Planning Unit. In the case of primary and junior secondary education priority should be given to ill-served zones, and the focus should be on the provision of basic needs such as classroom space, blackboards, classroom furniture, water, latrines and urinals. In the case of senior secondary education, priority should be determined in the light of zonal needs and the need for optimization of use of resources.

28. After completing (6) the Planning Unit should clearly indicate :

(*a*) facilities (spaces, equipment and furniture) to be provided for the primary cycle if each zone during a three-year period e.g. 1984, 1985 and 1986 and the costs of the facilities according to year ;

(*b*) input locations i.e. against the names of specified schools, the facilities to be provided and the year/years during which the facilities would be provided should be indicated ;

(*c*) facilities to be provided for the junior secondary cycle during a three-year period e.g. 1984, 1985 and 1986 and the costs of the facilities according to year ;

(*d*) the input locations or the schools which would benefit under (*c*) during the 3-year period. Facilities to be provided should be indicated as under (*b*) ;

(*e*) the facilities to be provided for the senior secondary cycle during a three-year period e.g. 1984, 1985 and 1986 and the cost of the facilities according to year ;

(*f*) the input locations or the schools which would benefit under (*e*) during the 3-year period. Facilities to be provided should be indicated as under (*b*).

The items indicated under (*a*), (*b*), (*c*), (*d*), (*e*) and (*f*) for a zone would constitute a 3-year zonal Investment Plan. This 3-year Plan is a rolling plan. As one year elapses, another year should be added on by including some of the assessed needs which were not included in the first three-year Zonal Plan.

29. Now prepare the 3-year Sub-district Investment Plan based on the revised 3-year zonal plans. The Sub-District Plan would consist of :

(*a*) All the zonal plans as components ;

(*b*) A summary to show the facilities to be provided for the whole sub-district during a three-year period for the primary, junior secondary and senior secondary cycles ;

(*c*) Any other proposals not included in any zonal plan, but considered necessary for the educational development of the whole sub-district.

The 3-year sub-district Investment plan, like the 3 year zonal Plan is a rolling plan. As one year elapses another year should be added on by including some of the assessed needs which were not included in the first 3 year plan.

30. Prepare the 3 year district Investment plan on the basis of sub-district/zonal Investment plans. The district plan would consist of all sub-district/zonal plan as components. This plan is also a rolling plan. (In districts without sub-districts, the district plan should be based on the zonal plans). The 3-year District Plan as outlined above focuses only on development of infra-structural facilities. Three copies of the 3-year District Plan should be prepared. Two copies should be sent to the Planning Branch of the Ministry, and the 3rd copy should be retained in the RDE office. A copy of the 3-year District Plan approved by the Hon. Minister of Education will be sent to the RDE for implementation.

31. The preparation of Annual Estimates (capital Expenditure) should be based on the Annual Implementation Programme (Investment) which is based on the First year of the 3-year Investment Plan.

Note.—The Annual Implementation Programme (Investment) is based on the 3-year Investment Plan. The Annual Implementation Programme (Quality Improvement) is based on the Annual Implementation Programme (Quality Improvement) Plans at the different spatial levels.

32. *Educational Status of Zones.*—A zonal profile in respect of each zone should be maintained in the following format. The profile would incicate, in summary form, the educational status of a given zone. This profile is necessary for planning for the deployment of available resources in an equitable manner to meet zonal needs

Zonal Profile

Name of zone :

(A) (1) Number of Schools :

1*AB*	1*C*	2	3	*Total*
.....	.....	.....	.....	.....

(2) Number of Schools with A/L Arts classes :
(3) Number of Schools with A/L Commerce Classes :
(4) Number of Schools with pipe-borne water supply :
(5) Number of Schools with wells :
(6) Number of Schools with latrines :
(7) Number of Schools with Libraries :
(8) Number of Schools with Playgrounds :
(9) Total Classroom floor area available in :
(*a*) Permanent buildings
(*b*) Semi Permanent buildings
(*c*) Temporary buildings
(*d*) Classroom floor area available per pupil.

(B) (1) Enrolment in grades : Kg — 5.....
(2) Enrolment in grades : 6 — 10.....
(3) Enrolment in grades : 11 — 12.....
- Arts.....
- Science.....
- Commerce.....

(4) Enrolment of grade VI, expressed as a percentage of enrolment in grade V :
(5) Enrolment in grade 11 Science Stream as a percentage of enrolment in grade 10 :
(6) Enrolment in grade 11 Commerce Stream as a percentage of enrolment in grade 10 :
(7) Enrolment in grade 11 Arts Stream as a percentage of enrolment in grade 10 :
(8) Gross enrolment ratio in primary education : (Enrolment in Kg — 5 as percentage of population in the age-span 5—11) :
(9) Drop-out rates for Grades Kg—5 :
(10) Drop-out rates for Grades 6—8 :
(11) Repetition rates in Grades Kg—5 :
(12) Repetition rate in Grade 10 :
(13) Repetition rate in Grade 12 :
(14) The percentage of pupils qualifying for admissions to A/L Streams, on the results of the most recently held G.C.E. O.L Examination (Specify the year).
(15) Percentage of A.L. pupils who have passed in 3 or 4 subjects, at the most recently held G.C.E. A/L Examination : (Specify the year)
(i) Science Stream :.....
(ii) Arts Stream :.....
(iii) Commerce Stream :.....

(C) Total Number of Teachers :
(1) Trained teachers as a percentage of total number of teachers :
(2) Science graduate teachers as a percentage of total number of teachers :
(3) Arts graduate teachers as a percentage of total number of teachers.
(4) English teachers as a percentage of total number of teachers :
(5) Untrained teachers as a percentage of total number of teachers : (G.C.E. A/L, O/L qualified) :
(6) Overall pupil-teacher ratio :
(7) Pupil trained teacher ratio :
(8) Pupil graduate-teacher ratio :

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Zone Name :—
No :—

FORM A

To be completed by Principal; a separate Form should be used for each medium.

Name of G.S. Division in which School is located

1. Name of School :
2. Type of School : 1 AB/ 1C/2/3.
3. Total Enrolment :

Kg —5 .....
6—10 .....
11—12 Science .....
11—12 Arts .....
11—12 Commerce .....
Total _____

A. Pupils residing within the zone

Name of G. S. Division/Ward	Kg—5	6—10	11—12			TOTAL
			Sc :	Arts	Com:	
1.						
2.						
3.						
4.						
5.						
6.						
TOTAL						

B. Pupils residing outside the zone but within the District

Zone	Kg—5	6—10	11—12			TOTAL
			Sc :	Arts	Com:	
1.						
2.						
3.						
4.						
5.						
TOTAL						

C. Number of pupils residing outside the District :.....
Total of A.B. and C :.....

D. Results of G.C.E. O/L Examination held in 1982.

Total number of pupils who sat the Examination	No. that passed in six subjects including First Language and Maths. and with 3 credit passes

Date :

Signature of Principal.

FORM B

A statement of Physical Facilities Available in the School

1. Zone :
2. Name of School :
   Type (1 AB/ 1C/2/3) :
3. Land available : *A :* *R :* *P :*
4. Floor area available for classroom *Permanent: Semi-permanent: Temporary: Under construction:* Total

....

		No.	*Floor Area*
5. Science Labs.	A/L	.....	.....
6. Agricultural Labs	O/L	.....	.....
7. Home Science Labs		.....	.....
8. Workshops : (*a*) Pottery		.....	.....
(*b*) Weaving		.....	.....
(*c*) Woodwork		.....	.....
(*d*) Metalwork		.....	.....

9. Whether a school library is available :
10. Whether electricity is available :
11. Whether dental clinic is available :
12. No. of teachers' and principal's quarters available :
13. No. of latrines available :
14. No. of urinals available :
15. Whether water supply/well is available :
16. Size of playground if available :
17. Other facilities :

	Needed	*Available*	*Deficit*	*Excess*
Long Desks				
Teachers Chairs				
Teachers desks				
Blackboards				
Cupboards				
Pupils desks (grade 6-12)				
Pupils chairs (grade 6-12)				
Medium sized pupils, desks (grade 3-5)				
Medium sized pupils, chairs (grades 3-5)				
Infant desks				
Infant chairs				

8-ICP 07648

USE A SEPARATE FORM FOR EACH ZONE

FORM D

ZONE AND NUMBER:

NAME OF G.S. DIVISION	NAME OF SCHOOL	FLOOR AREA AVAILABLE FOR CLASS ROOM ACCOM:	NO. OF PUPILS FROM WITHIN THE G.S. DIVISION IN WHICH SCHOOL IS LOCATED	NO. OF PUPILS FROM OTHER G.S DIVISION IN THE ZONE IN WHICH SCHOOL IS LOCATED						FROM OTHER ZONES WITHIN THE DISTRICT	FROM OTHER DISTRICTS	TOTAL
				G.S. DIVISION	G.S. DIVISION	G.S. DIVISION	G.S. DIVISION	G.S. DIVISION	G.S. DIVISION			
TOTAL												

99

100

(Use a separate FORM for each ZONE) FORM E.

ZONE and No :- FLOW OF JUNIOR SECONDARY SCHOOL PUPILS

Name of G.S. Division	Name of School	Floor Area Available for Classrooms accommodation	No. of pupils from within the G.S. Division in which School is located.	No. of Pupils from other G.S. Divisions in the Zone in which school is located.								from other Zones Within the District.	From other Districts.	Total
				G.S. Division	G.S. Division	G.S. Division	G.S. Division	G.S. Division	G.S. Division	G.S. Division	G.S. Division			
TOTAL														

112

113

FORM F

FLOW OF A/L SCIENCE PUPILS ACCORDING TO RESIDENCE IN ZONES

NAME OF ZONES ⇨ / NAME OF ZONE ⇩	NUMBER OF PUPILS ATTENDING SCHOOLS LOCATED IN THE ZONES SHOWN IN COLUMN A												
	ZONE 1 (A)	ZONE 2 (B)	ZONE 3 (C)	ZONE 4 (D)	ZONE 5 (E)	ZONE 6 (F)	ZONE 7 (G)	ZONE 8 (H)	ZONE 9 (I)	ZONE 10 (J)	ZONE 11 (K)	ZONE 12 (L)	TOTAL
ZONE 1													
ZONE 2													
ZONE 3													
ZONE 4													
ZONE 5													
ZONE 6													
ZONE 7													
TOTAL													

101

FORM G

FLOW OF A/L ARTS PUPILS ACCORDING TO RESIDENCE IN ZONES

NAME OF ZONE ⇨ / NAME OF ZONE ⇩	NUMBER OF PUPILS ATTENDING SCHOOLS LOCATED IN THE ZONES SHOWN IN COLUMN A												
	ZONE 1 (A)	ZONE 2 (B)	ZONE 3 (C)	ZONE 4 (D)	ZONE 5 (E)	ZONE 6 (F)	ZONE 7 (G)	ZONE 8 (H)	ZONE 9 (I)	ZONE 10 (J)	ZONE 11 (K)	ZONE 12 (L)	TOTAL
ZONE 1													
ZONE 2													
ZONE 3													
ZONE 4													
ZONE 5													
ZONE 6													
ZONE 7													
TOTAL													

FORM H

FLOW OF A/L COMMERCE PUPILS ACCORDING TO RESIDENCE IN ZONES

NAMES OF ZONE ⇨ / NAMES OF ZONE ⇩	NUMBER OF PUPILS ATTENDING SCHOOLS LOCATED IN THE ZONES SHOWN IN COLUMN A												
	ZONE 1 (A)	ZONE 2 (B)	ZONE 3 (C)	ZONE 4 (D)	ZONE 5 (E)	ZONE 6 (F)	ZONE 7 (G)	ZONE 8 (H)	ZONE 9 (I)	ZONE 10 (J)	ZONE 11 (K)	ZONE 12 (L)	TOTAL
ZONE 1													
ZONE 2													
ZONE 3													
ZONE 4													
ZONE 5													
ZONE 6													
ZONE 7													
TOTAL													

Name of Zone :

Form J

Name of School (1)	Number of pupils passing the G.C.E. (O.L) Examination in 1982/83 with six passes including Maths and the First Language and with three credit passes (2)	Out of the number inditated in (2) the number of pupils qualifying or admission to (3)		
		A/L Science	A/L Arts	A/L Commerce
Total				

NAME OF ZONE :

FORM L

THIS FORM SHOULD BE COMPLETED ONLY AFTER COMPLETING THE RATIONALIZATION OF THE SCHOOL NETWORK

SCHOOLS WHICH WILL CONTINUE WITH THE PRESENT GRADE SPAN WITHOUT STRUCTURAL CHANGE		SCHOOLS TO BE AMALGAMATED (SCHOOLS TO BE AMALGAMATED SHOULD BE BRACKETED TOGETHER)		SCHOOLS TO BE UP-GRADED			NEW SCHOOLS TO BE SET-UP		SCHOOLS TO BE PHASED OUT/ DRIED UP (IF ONLY A SECTION IS TO BE DRIED UP PLEASE GIVE SECTION)	
NAME	CATEGORY 1AB/1C/2/3	NAME	CATEGORY 1AB/1C/2/3	NAME	CATEGORY 1AB/1C/2/3 PRESENT	CATEGORY 1AB/1C/2/3 FUTURE	NAME	CATEGORY 1AB/1C/2/3	NAME	CATEGORY 1AB/1C/2/3

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CHAPTER XII

DISTRICT/DIVISIONAL PLANNING

IN preparing School-level, Zone-level, Division-level and District-level plans, it is necessary to forge and maintain viable linkages between the different levels.

2. The following deficiencies in the District/Sub District level and School level planning exercises have been observed.

(*a*) In the past, the plans at the two/three spatial levels were in most cases prepared independently of one another : the District/Sub-District level plans were prepared first but the preparation in many cases was done without identifying specific schools, zones, circuits etc., where the 18 programmes were to be implemented. As such, some of the district/sub-district level programmes were too generalised to permit an organizationally specific implementation focus.

(*b*) On the other hand most of the school level plans which were prepared subsequently, were not derived from the district level plans, as Principals of individual schools were generally unaware of the content and in some cases even the existence of a district level plan.

3. To overcome these deficiencies, the sequence of planning at these levels should be as follows :—,

(*a*) The RDE/DEO should inform all Principals of schools of the basic strategies of educational development in the District/Division which will be adopted by him and his officers. This means that priority programmes and projects (from among the 18 programmes) should be identified in respect of specific problem areas of educational development. Remedial approaches should be formulated and any changes in resource distribution assessed with specific project emphasis for individual schools or zones, Wherever possible specific targets, performance levels etc. which individual schools or zones should acheive during a given year should also be indicated by the RDE/DEO. This should constitute an indicative guideline by the Regional/Divisional office which would provide a basis for individual schools to thereafter, prepare their own school plans. This indicative guideline should be intimated to all Principals of schools by October/November of the previous year.

(*b*) The Heads of schools should take the guidelines and the indicative targets into Consideration when preparing their own school plans. Their plans should be finalised and submitted to DEO/RDE before a date specified by him.

(*c*) The Zonal/Divisional plans in turn should reflect the implementation projects and their targets embodied in the plans of the school level.

4. *The School Level.*—All heads of Schools should be requested at a meeting to be convened by DEO/RDE to indicate to them how the school level plan should be prepared and implemented. At this meeting, copies of the indicative guidelines referred to should be handed over to the Principals and discussed. The follwoing should be highlighted :—

(*a*) The problems and deficiencies experienced in implementing the current year plan should be carefully examined to identify the causes.

(*b*) The measures needs to overcome the causes of problems and weaknesses should be considered in preparing the plan for the next year.

(*c*) The particular projects, for which non-financial support is required from Divisional/District Office should be identified and indicated to the RDE/DEO and his concurrence obtained.

(*d*) A copy of the plan document prepared in the manner indicated, should be forwarded to RDE/DEO. Formats that were used for progress reporting in 1983 should be used for this purpose in and after 1984 too.

(*e*) P.O/.C E.O should prepare a summary document indicating non-financial support that the Divisional/ District Office should extend to different schools, and obtain the concurrence of DEO/RDE before such projects or activities are included in the Plans at school level. Before commencment of implementation, Principals of schools should be informed of any changes made in the School Plans in relation to RDE/DEO office commitments.

5. *Divisional/District Level.*—(*a*) RDE/DEO should convene a meeting of P.OO and C.E.OO. At this meeting RDE/DEO should discuss the indicative guideline conveyed to Principals and formulate clearly the basic requirements of the School Plans which needs to be embodied in the Zonal Divisional/District Plan.

(*b*) RDE/DEO should study the problems and deficiencies in the current year and those brought to his notice by Heads of Schools, the C.E.OO, and P.OO. Measures should be designed to overcome these problems etc., and these measures should be incorporated in the Zonal/Divisional/District Implementation Plan for the following year.

(*c*) In addition to on-going programmes and Development Programmes/Projects of current year, more Development Programmes/Projects should be included in the plan for the following year.

(*d*) RDE/DEO should carefully examine the non-financial support requirements of schools as indicated by P.OO/C.EOO. The financial and non-financial support that theDEO/RDE Office may provide to school level projects should be assessed. In the light of this assessment and of past experience, the linkages that should be developed between the Zonal Division/District and School level projects should be formulated and made known to officers concerned. The Principals of Schools should be informed, of the assistance that the RDE/DEO would provide for the implementation of school plans.

(*e*) Taking into consideration the factors indicated above DEO/RDE should prepare the plan document for the following year.

(*f*) The formats that were used for progress reporting in 1983 should be used for progress reporting in and after 1984 too. These may be revised provided the revision is an improvement on the previous formats.

6. *Annual Implementation Plans.*—The Annual Implementation Plan at a given level consists of the Annual Implementation Programme and the Annual Investment Programme. These are based on the first year of the 3 year Investment Plan, Annual Implementation Plan (Quality Improvement) and the General Programmes covering Office Management, Finance, Accounting and Payments.

7. The Annual District Implementation Plan would consist of the Annual Divisional Implementation Plans and any projects which are not included in the Divisional Plans. The Divisional Annual Implementation Plan should be based on the Annual Zonal Implementation Plans which in turn should reflect the Annual Plans Implemented at School Level. The Divisional Plan may include any project which are not included in any of the Zonal Plans but which are necessary for a Division as a whole. The preparation of the 3 year Investment Plan is described in Chapter XI. In this Chapter the focus is on Annual Implementation Plans (Quality Improvement) and the General Programmes.

8. *Annual Implementation Plans Quality (Improvement).*—The formats of the Annual Implementation Plans (Quality Improvement) and the General Programmes at Zonal and Divisional Levels are indicated in the following Annexures. It has to be stressed that the formats in respect of each project should be elaborated to show the activity break-down consisting of the various operations to be carried out, the officer responsible for a given operation/set of operations, time scheduling for implementation and the target date for completion.

9. The District office should carefully study the Divisional Plans to identify projects which are not included in any of the Divisional Plans but which are necessary for the educational development of the Districts. For this purpose they should examine the District Annual Implementation Plan 1983.

(A) Annual Implementation Plan (Quality Improvement) Divisional Level

Programmes :

(1) Pupil Development
(2) Staffing of Schools
(3) Teacher Development
(4) Implementation of Formal Curriculum
(5) Instructional/Learning Aids
(6) Development of Co-curricular Activities
(7) Supervision and Evaluation
(8) Physical Needs
(9) Non-Formal Education
(10) Management Development
(11) Special Education
(12) Local Resources for Educational Development

Pupil Development

Project	*Aims*	*Work Activities*
1. Participation	To increase the rate of participation of children of school going population of each zone	1. Obtain data on participation of each zone. 2. Formulate a common Plan of action for the Division to increase participation. 3. Implement the plan in each zone and evaluate the impact.
2. Dropouts	To reduce school drop-outs	1. Study causes of school drop-outs at each level in each zone. 2. Design pilot projects in a few zones. 3. Expand to other zones after evaluation of impact.
3. Retention	To reduce grade repetition	1. Study causes of grade repetition using the information obtained from zones. 2. Examine possibilities of remedial action. 3. Train teachers for remedial teaching. 4. Design and implement project/projects *e g.* on remedial teaching, week-end and after-school classes for pupils of examination classes ; provision of stationery to students who need them etc.
4. Pupil Absenteeism	To reduce pupil absenteeism	1. Study causes of pupil absenteeism in each zone at each level. 2. Take suitable action based on the findings.
5. Achievement level	To raise the achievement level of pupils	1. Evaluate attainments/performance of pupils at each level/each subject in each zone. 2. Evaluate the quality of teaching by grade and subject. 3. Diagnose the causes for low performance. 4. Formulate programme for up-grading the teaching/learning practices in schools. 5. Implement programme and evaluate.
6. Nutrition	To improve nutrition level of school children	1. Organise awareness compaign among parents and community. 2. Survey of schools not covered by mid-day meal programme. 3. Formulate and Implement a programme to feed children outside the above programme with community support.
7. Health and Physical Development	To keep school population healthy and improve healthy physical growth	1. Co-ordinate with Health Authorities and arrange for periodic Medical inspection and referral service for school children. 2. Organise immunisation programmes such as B.C.G. 3. Train teachers to do simple detection. 4. Liaise with RDE/other organisations to provide free spectacles to children who need them. 5. Co-ordinate health activities of schools in the Division. 6. Organise exhibitions to promote health care and health habits among school children.

PROGRAMME 2

Staffing of Schools

Project	*Aims*	*Work Activities*
1. Teacher Requirements ..	To obtain the teachers needed for the Division in terms of the Divisional Cadre	1. Maintain a cadre register for every school, zone and the Division indicating the teachers needed and available by qualification category. 2. Update the cadre registers.
	To ensure the rational utilization of available teachers	3. Maintain records of teacher utilization and wastage. 4. Effect teacher transfers/adjustments to provide category wise needs of schools. 5. Liaise with RDE/ESC to fill vacancies (1) in the core cadre (2) in the maximum cadre.
2 Teacher Utilization ..	To ensure optimum utilization of teachers	1. Study problems of teachers as regards (*a*) accomodation (*b*) residence (*c*) punctuality (*d*) absenteeism.
	To retain teachers in difficult areas/schools	2. Identify causes and solutions to teachers problems. 3. Adjustment of staff to suit individual needs of teachers and schools.
	To minimise teacher absenteeism	4. Design and implement projects to promote the welfare of teachers — Provide quarters. — Provide opportunities to pursue higher education. — Provide opportunities to improve their knowledge.

PROGRAMME 3

Teacher Development

Project	*Aims*	*Work Activities*
1. In-service Training of teachers	To improve the teaching competencies of teachers	1. Assess Training Needs. 2. Liase with RDE/CDC for training of teachers in-service. 3. Design, implement and monitor training programmes. 4. Evaluate the impact of in-service training programmes.
2. Professional Growth of teachers	To enable the teachers to keep abreast with the developments in educational thought and practice and to maintain high professional standards.	1. Organise Seminars, Conferences, workshops, study circles, field tours for teachers, sectional heads and principals.

Implementation of Formal Curriculum

Project	*Aims*	*Work Activities*
1. Integrated Primary School Programme	To ensure effective implementation of the integrated primary school programme	1. Organise the implementation of the integrated primary school programme. 2. Organise supervision and evaluation of work in schools. 3. Provide financial allocations out of funds available for the project. 4. Organise exhibitions of work of children for parents of each school. 5. Organise news letter containing outstanding work done by individual teachers in implementing the primary curriculum. 6. Organise seminars for teachers, sectional heads and principals. 7. Liaise with CDC for improvement of quality of teaching and innovative practice. 8. Organise workshops/meeting of teachers to promote production of teaching/learning materials. Commend outstanding work.
2. Junior Secondary School Programme	To ensure effective implementation of the Junior Secondary School Programme	1. Organise the implementation of the Junior Secondary school programme. 2. Ensure that each principal maintains a record of progress of teaching in each subject, class-wise. 3. Organise supervision and evaluation of work in junior secondary classes of schools. 4. Provide financial assistance to purchase consumables for the teaching of Science, technical subjects, etc. 5. Organise seminars for teachers and exhibitions of children's work for parents and the community. 6. Organise workshops of subject teachers for the production of teaching/learning materials. Commend outstanding work.
3. Senior Secondary School	To ensure effective implementation of Senior Secondary Programme	1. In consultation with principals form viable A/L classes/groups after the release of G.C.E. (O/L) results. 2. Approval of time tables conforming into Ministry Circular Guidelines and the needs of A/L pupils. 3. Ensure that principals maintain records of coverage of lessons and units to schedule. 4. Organise exhibitions of work done by pupils. 5. Organise seminars for teachers in different subject areas. 6. Liaise with CDC and RDE for improvement of the Senior Secondary School Programme.

PROGRAMME 5

Instructional/Learning Aids

Project	*Aims*	*Work Activities*
1. Teachers' Guides Hand-books and Course Guides	To provide teachers guides Hand books, Course Guides to all schools	1. Assess requirements and numbers of copies available. 2. Provide additional requirements and maintain records. 3. Evaluate utilization.
2. Teaching Equipment and Supplies	To provide teaching equipment to all schools	1. Assess requirements and numbers available. 2. Provide additional requirements and maintain records. 3. Evaluate utilization.
3. Text Books and Supplementary Readers	To provide text books to all pupils	1. Assess requirements and numbers of copies available. 2. Obtain additional requirements and arrange for distribution and maintain records.
4. Equipment, Material for Science and Technical Education	To provide equipment/material for Science and technical Education	1. Obtain material on the list of requirements. Distribute and maintain records. 2. Maintain imprests. 3. Encourage improvisation at school level. 4. Evaluate utilization.

PROGRAMME 6

Development of Co-curricular Activities

Project	*Aims*	*Work Activities*
1. Sports and Athletics ..	To promote the physical development of children and inculcate in their minds a spirit of sportsmanship, leadership and co-operation	1. Prepare and implement an annual programme of sports and athletics to ensure maximum participation of pupils in the Division. Provide sports materials to schools 3. Develop playgrounds for individual schools and for groups of schools. 4. Organise coaching camps. 5. Organise zonal and divisional competitions.
2. Scouting and Cadeting ..	To instill in the minds of children the spirit of service	1. Organise Scout Groups and Guide Groups. 2. Organise training camps for teachers and pupils. 3. Organise Scout/Guides' field day.
3. Cadeting ..	To promote quality of leadership and discipline among children	1. Organise Cadet-Corps in large Junior and Senior Secondary Schools.
4. School Bands ..	To develop aesthetic qualities among pupils	1. Organise bands in schools. 2. Provide training facilities. 3. Organise band competitions.
5. Music, Dancing and Drama	To develop aesthetic qualities among pupils	1. Organise music, dancing and drama competitions with the assistance of specialist teachers and other teachers. 2. Encourage schools to organise term-end concerts for the benefit of pupils and parents.
6. Clubs, Societies and Associations	To promote qualities of leadership and co-operation and to provide opportunities for children	1. Organise clubs, societies and associations at School level. 2. Organise competition at zonal and Divisional level.

PROGRAMME 7

Supervision and Evaluation

Project	*Aims*	*Work Activities*
1. Supervision and Evaluation of School Programmes	To ensure the effective and efficient functioning of schools	1. Maintain an individual profile for each school within the zonal structure. 2. Evaluate each school as a vital link in the zonal structure. 3. Identify weaker/neglected areas in the organisation of each school. 4. Assist each school to prepare an institutional plan for improvement. 5. Evaluate Implementation of School plans. 6. Self evaluation of schools on the basis of instruments prepared by Ministry. 7. Team inspections of schools by officers of DEO office.
2. Evaluation of Principals ..	To motivate principals for better efforts.	1. Self evaluation of principals on the basis of instruments prepared by Ministry. 2. Letters of commendations to principals for excellent performance.
3. Teacher Evaluation ..	To motivate teachers for better efforts	1. Programme of self evaluation of teachers on the basis of instruments designed by Ministry. 2. Evaluation of teachers at school level by principals and sectional heads. 3. Formulate a scheme to provide incentives for commendable work by teachers. 4. Organise seminars on evaluation of teachers, principals and schools.

PROGRAMME 8

Physical Needs

Project	*Aims*	*Work Activities*
1. Infrastructural Needs ..	To provide classroom space and special spaces for annual increases in enrolment	1. Preparation of Divisional investment plan according to the guidelines. 2. Ensure provision of basic requirements for all schools. 3. Study utilization of facilities available. 4. Liaise with District Development Councils/ RDE/Ministry in deciding imput locations of new and additional buildings.
2. Maintenance and repairs ..	To maintain school buildings.	1. Obtain reports from schools about buildings that need repairs. 2. Prepare lists of minor and major repairs in order of priority and submit to RDE. 3. Coordinate with RDE/District Development Councils to obtain funds and execute work.
3. School Playgrounds ..	To provide playground facilities for pupils in each zone	Liaise with RDE/Sports Ministry to obtain additional facilities and improve available facilities. Develop Common Playgrounds for two or more schools where possible.

Project	*Aims*	*Work Activities*
4. Furniture and Equipment..	1. To provide new and additional furniture and equipment 2. To ensure proper utilization of available furniture and equipment 3. To maintain them in satisfactory conditions	1. Inclusion of basic requirements in the Divisional investment Plan. 2. Ensure Provision of basic requirements. 3. Design and implement project to repair furniture and equipment that need repairs. 4. Transfer excess to schools that need them

PROGRAMME 9

Non formal Education

Project	*Aims*	*Work Activities*
1. Weekend English Classes..	To provide opportunities to adults to learn English	1. To call for application for enrolment in weekend classes. 2. To select venues and instructors to conduct weekend classes. 3. To supervise the conduct of the classes according to Ministry circular instructions.
2. Literacy Centres ..	To help dropouts, left outs to learn the skills of numeracy and literacy To encourage dropouts to get back to the formal educational system	1. Adult Education officers/Principals and Social Organisations to conduct surveys. 2. Organise literacy centres. 3. Arrange for dropouts to get back to the formal system.
3. Technical ..	To provide technical know-how to school leavers to enable them to acquire skills for employment	1. Select centres and instructors to conduct classes in approved courses—(full time and part time). 2. Obtain necessary equipment materials, etc,, from funds provided by Ministry and the DDC. 3. Supervise the conduct of classes.
4. Adult Education ..	To make adults aware of their civic responsibilities and participate in development	1. Adult Education Officers to conduct surveys of literacy/unemployment/under-employment. 2. Coordinate with other government and non governmental agencies to provide information, support services, etc.

PROGRAMME 10

Management Development

Projects	*Aims*	*Work Activities*
1. Training of Principals ..	To improve the educational administration and management of schools	1. Assess the training needs in the areas—knowledge, skills and attitudes etc. 2. Liaise with Staff College and RDE. 3. Arrange for training of 1 AB and 1C Principal-Staff College. 4. Organise training programmes for principals of type 2 and 3 schools at Management Centres at District Level.
2. Training of Office Staff ..	To improve the organisation and management of sub offices	1. Liaise with P.M.D. Division of Ministry and Director Staff College 2. Prepare programmes for training of Resource Personnel.
3. Training of Field Staff ..	To achieve effective supervision and coordination	1. Prepare programme for training at Divisional level.

PROGRAMME 11

Special Education

Project	*Aims*	*Work Activities*
1. Estate Schools' Taken over schools (Plantation area)	To integrate the Estate Schools into the main stream	1. Upgrade the academic and professional competence of teachers. 2. Assess necessary facilities for inclusion in the Divisional Implementation Plan.
2. Education of Physically-handicapped Children	To rehabilitate the physically-handicapped children and integrate them into the normal stream	1. Conduct a survey to identify handicapped children. 2. Integrate these children into the normal schools adopting the special education programme. 3. Obtain teachers who have special training in this field. 4. Provide special training to volunteer teachers and utilise such teachers for this project.
3. Education of Mentally-Retarded Children	To provide Education for the mentally- retarded children	1. Conduct a survey to identify these children in the schools. 2. Draw up special programmes for these children, slow learners, mentally retarded etc. 3. Conduct special training programmes for teachers to handle those children. 4. Appointment of additional coordinating field officers. 5. Enlist support of Parents and Welfare Bodies. 6. Special Library facilities to be provided.

PROGRAMME 12

Local Resources for Educational Development

Projects	*Aims*	*Work Activities*
1. Mobilization of Local Support	To mobilise local support for educational development	1. Liaise with DDC, Welfare Organisations, Philanthrophists, Community leaders, individuals etc. 2. Explore possibilities of obtaining financial assistance from above agencies. 3. Conduct exhibitions and cultural programmes.
2. Local Resource Personnel for Education	To mobilise the talent in the community	To carry out a survey of qualified, trained and skilled personnel in the community who are willing to serve in a voluntary capacity, and enlist their services.

(B) General Programmes at Divisional Level

1. Divisional Office Management
2. Finance, Accounting and Payments

Divisional Office Management *PROGRAMME 1*

Project	*Aims*	*Work Activities*
1. Organisation of Office ..	To improve the internal efficiency of the system of administration to obtain maximum output.	(i) To re-organise the office according to the manual on office re-organisation issued in 1981.
2. Office Management ..	(*a*) Maximise the output ..	(i) Assessment of available physical facilities and the needs. Take steps to obtain financial requirements to attend to the needs.
	(*b*) Available physical facilities to be put to optimum use	
	(*c*) Maintain disciplined and healthy relationship	(ii) Deploy the staff considering the seniority, efficiency and dedication to work. Obtain additional staff that is necessary according to office requirements.
3. Office Supervision ..	To improve the efficiency of officers	
4. Establishment matters of teachers	To ensure maintenance of updated records, regular payments and healthy personal relationship.	(iii) Ensure steady and fast communication flow. (iv) Study maintenance of files and movement of files and effect necessary changes.
5. Welfare Service ..	To maintain a healthy and contended service.	(v) Update records and Record Room. (vi) Maintain office discipline (vii) Improve transport facilities, Prepare a supervision programme. Take follow up action. Provide opportunities to promote office and management skills.

Finance, Accounting and Payments *PROGRAMME 2*

Projects	*Aims*	*Activities*
1. Annual Estimates ..	To obtain the necessary finance for the projects implemented at Divisional levels	(i) Assess the financial needs for the existing requirements and new proposals
2. Salaries ..	To ensure regular payment of salaries and other payments due.	(i) Streamline communication flow from Establishment Section to Finance Section. (ii) Officers to be trained fully to understand different salary scales, payment of increments payment of arrears, changes in salary scale and conversions, determination of no-pay leave etc. (iii) To obtain grievances from affected staff. (iv) Followup action on grievances. (v) Ensure regular payment of salaries, (vi) increments and other payments due, including salary conversions. (vii) Pension.
3. Stores and supplies ..	To obtain stores and supplies needed to impart efficient education.	(i) Obtain the needs of the schools from the relevant sources. (i) Maintain records of issues and supplies. (ii) Evaluate utilisation of items issued.

(C) Annual Implementation Plan (Quality Improvement) – Zonal Level

Programmes:

(1) Pupil Development.

(2) Teachers.

(3) Implementation of Formal Curriculum.

(4) Development of Co-curricular Activities.

(5) Supervision and Evaluation.

(6) Physical Needs.

Pupil Development

Project	*Aims*	*Work Activities*
1. Participation	.. To increase the rate of participation of children of school-going population of the zone.	1. Calculate participation rate for the zone 1. If participation is below the district/national average examine causes for low participation. 2. Design and implement a project to increase the rate of participation.
2. Drop-outs	.. To reduce school drop-outs	.. 1. Examine causes of school drop-outs at different levels and different schools in the zone. 2. Implement a project in a few schools in the zone and evaluate impact.
3. Retention	.. To reduce grade repetition	.. 1. Calculate the repetition rate for the zone. 2. If repetition rate is above the district/national average examine causes for grade repetition, such as pupil absenteeism, defective teaching, educational and social background of pupils etc. 3. Conduct In-service training for teachers in remedial teaching devices.
4. Pupil Absenteeism	.. To reduce pupil absenteeism	.. 1. Study the intensity of pupil absenteeism at each level in every school in the zone and causative factors like transport difficulties, seasonal occupational factors, local festival seasons etc. 2. Design and implement a programme to reduce absenteeism in the zone.
5. Achievement Levels	.. To raise the achievement levels of the pupils.	1. Evaluate the attainments of the pupils. 2. Evaluate the performance in each subject in examination grades and non-examination grades. 3. Evaluate the quality of teaching by grade and subject. 4. Diagnose causes for low performance. 5. Formulate programmes for up-grading teaching/learning practices in the schools in the zone.
6. Nutrition	.. To improve nutrition level of School children.	Organise awareness campaign among parents and community.
7. Health and Physical Development	To keep school population healthy and improve healthy physical growth.	Co-ordinate with M. O. H. of the area and organise periodic medical inspections and referral service. Organise immunisation programmes such as B. C. G. Liaise with RDE and other organisations to provide free spectacles to needy children.

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PROGRAMME 2

Teachers

Project	*Aims*	*Work Activities*
1. Teacher Needs ..	To assess the teachers needed for each Component School.	1. Maintenance of cadre register for each component school and for the zone.
	To obtain the teachers needed for the zone.	2. Communicate with DEO/RDE about teacher requirements and obtain them.
2. Teacher Utilization ..	To ensure optimum utilization of available teachers.	1. Maintenance of records of teacher utilization and wastage in the zone.
		2. Study problems of taechers as regards • accommodation • residence • punctuality • adjustment of staff to suit individual needs of teachers.
		3. Follow-up action with assistance of DEO/RDE to solve above problems.
		4. Sharing services of specialist teachers among the schools of the zone.
3. In-service Training of Teachers	To upgrade the teaching competencies of teachers.	1. Assess training needs.
		2. Identify gaps in training programme.
		3. Liaise with DEO/RDE for training of teachers in in-service programme at Divisional/District level.
		4. Evaluate the impact of in-service training programme.
		5. Meetings of subject teachers for specific pursposes such as (*a*) a preparation of teaching aids. (*b*) A preparation of lesson units and (*c*) evaluation of curriculum.
4. Professional Growth of Teachers	To enable teachers to keep abreast with the developments in educational thought, and practice and to maintain high professional standards.	1. Organise seminars, study circles, visits to schools for teachers, sectional heads and principals.

PROGRAMME 3

Implementation of Formal Curriculum

Project	*Aims*	*Work Activities*
1. Integrated Primary School Programme	To ensure effective implementation of the integrated primary school Programme.	1. (*a*) Implement the integrated primary school Curriculum in terms of guidelines issued by CDC viz. teachers hand book, instructional material etc. (*b*) Evaluate the work done in primary schools/primary sections of schools with the assistance of sectional heads. (*c*) Conduct discussions, seminars, exhibitions etc. to improve existing practices in schools.

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Project	*Aims*	*Work Activities*
		2. (*a*) Asses the numbers of teachers guides, hand books etc. available and additional copies required. (*b*) Provide additional requirements to schools. Maintain records. (*c*) Evaluate the utilization of the above items. 3. (*a*) Assess the teaching equipment needed and available for primary schools. (*b*) Intimate additional equipment—primary kits, primary mathematics equipment, etc, needed to DEO/RDE. 3. (*c*) Obtain and distribute equipment and maintain records. (*d*) Evaluate their utilization. 4. (*a*) Encourage teachers to produce teaching/learning materials essential for the integrated primary school programme. (*b*) Select teachers who have done innovative work and produce outstanding materials. (*c*) Obtain assistance from CDC to improve their work. (*d*) Encourage others to produce similar materials for use in their own schools.
2. Junior Secondary School Programme	To ensure effective implementation of the Junior Secondary School Programme.	Ensure the availability of syllabuses, course guides, hand books and other instructional materials. 1. Principals to maintain records of progress of teaching in each subject, class wise. 2. Ensure that subject teachers participation in seminars organised by DEO/RDE/CDC. 3. Obtain additional equipment essential for the programme and ensure proper distribution. 4. Evaluate the teaching/learning in each subject with the assistance of specialist to evaluate the teaching/learning in each subject area with the assistance of specialist CEOO, master teachers and subject supervisors. 5. Device plans to improve teaching/learning in weak subjects. 6. Encourage teacher/schools to prepare their own teaching/learning materials. Commendations to teachers who have produced outstanding materials.
3. Senior Secondary School Programme	To ensure effective implementation of Senior Secondary School Programme.	7. Assist DEO/RDE to form viable A.L. classes/groups for different subjects in consultation with A.L. pupils and their parents. Where there are insufficient numbers wihin the zone arrange classes common to two or more zones.

PROGRAMME 4

Development of Co-curricular Activities

Project	*Aims*	*Work Activities*
1. Sports Activities ..	To promote the physical development of children and inculcate in their minds a spirit of sportmanship leadership and co-operation.	Prepare and implement an annual programme of sports and athletics and ensure maximum participation of pupils of all schools in the zone. 2. Assist member schools to participate in common programme using facilities available in the zone such as playgrounds, teachers, senior pupils, equipment etc. 3. To organise training camps for pupils and teachers.
2. Scouting and Guiding ..	To instil in the minds of children a spirit of service	1. Organise scout groups/girls guide groups for the zone with the assistance of teachers in the zone. 2. To conduct training camps.
3. Clubs, Societies and Associations	To promote qualities of leadership co-operation and develop skills of communication	Organise competitions at zonal level.

PROGRAMME 5

Supervision and Evaluation

Project	*Aims*	*Work Activities*
1. Supervision and Evaluation of School based Programmes	To ensure the effective and efficient functioning of schools.	1. Maintain an individual profile for each school within the structure of the zone. 2. Identify weaker/neglected areas in the organization of each school of the zone. 3. Assist each school to prepare an institutional plan to improve weak and neglected areas on a scientific basis. 4. Maintain a continuous dialogue among school heads and teachers of member schools to improve their performance. 5. Self evaluation of schools. 6. Monitor and evaluate the implementation of school plans by officers of the DEO's office.
2. Evaluation of Principals	To motivate principals for better effort.	1. Self evaluation of principals on the basis of instruments prepared by the Ministry. 2. Provide incentive for outstanding work.
3. Teacher Evaluation ..	To motivate teachers for better efforts.	1. Self evaluation of teachers with instrument designed by the Ministry. 2. Evaluate teachers work at school level. 3. Formulate a scheme to provide incentives for outstanding work.

Physical Needs

Project	*Aims*	*Work Activities*
1. Infrastructural Needs	To provide classroom space and special [illegible] for pupils of the zone To ensure proper utilization.	1. Preparation of zonal investment plan according to the guidelines of the Ministry. 2. Study utilization of such facilities. 3. With mutual consent implement a scheme to transfer consenting pupils to ensure better utilization of existing facilities.
2. School Playground ..	To provide playground facilities for school children in a zone.	1. Study the feasibility of common playgrounds according to the needs. Where possible provide common playgrounds.
3. Furniture and Equipment	To ensure (*a*) provision of furniture and equipment and (*b*) their proper utilization	1. Assess the needs and calculate the numbers available. 2. Transfer the excess available in schools to those schools that need them.
4. Repair and Maintenance of furniture and equipment	To maintain school furniture and equipment in a satisfactory condition	1. Formulate a scheme to repair furniture and equipment in school with the assistance of teachers, senior pupils and community support

CHAPTER XIII

DISTRICT MANAGEMENT CENTRES

THE Management Reforms Report of March 1983 has clearly stated that the training of 10,000 principals of schools in addition to other categories of personnel working in education offices and circuits is desirable, though this cannot be done alone by the Staff College for Educational Administration. The Report recommends that part of the training of these personnel in planning, management and supervision should be undertaken at the District levels in District Management Centres, and this type of institutional training should be further backed up by Distance Education Programmes.

2. The District Decentralization Project in Pilot Districts brought about many novel features into the existing education system and a.a urgent need was created to train the persons in managerial levels to understand and cope up with these changes. The Sectional Heads, Deputy Principals, Principals, Circuit Education Officers, Education Officers, Chief Education Officers, Regional Directors and other supporitve managerial staff in Education offices had to be trained in the shortest possible time. Establishing Management Centres in the Districts to train part of the education personnel and enlarging the training facilities at Staff College for Edu cational Administration were some measures taken.

3. It has been decided to train principals of category 2 and 3 schools : Deputy Principals, Sectional Heads and other supervisory supporitve staff at District Management Centres. This constitutes the bulk of the supervisory and managerial staff and covers about 78% of the personnel to be trained. The training of the rest of the personnel, i.e, all categories of Education Service personnel in District and Divisional Education Offices and Principals of 1 AB and 1 C Schools will come under the purview of the Staff College for Educational Administration at Maharagama.

4. The main objectives of the District Management Centres will be—

(*a*) To develop through training the knowledge, skills, competence and behaviour of principals of primary and junior secondary schools in the Isalnd with a view to improving the efficiency and effectiveness of organization and management of those schools.

(*b*) To develop through training a competent cadre of supervirosy staff in the middle and lower supervisory levels in all categories of schools namely deputy principals, sectional heads, grade co-ordinators and subject co-ordinators in 1 AB ,1 C, 2 and 3 type schools.

(*c*) To provide consultancy services for organization, management and professional development of the educational personnel in the District.

(*d*) To provide a forum for the appraisal of prevailing education practices in schools through seminars workshops, etc.

5. The District Management Centres which will be directly under the Regional Director of Edcuation will serve as his main management training arm. As the R.D.E. has the primary responsibility of improving the existing procedures and practices of planning, organisation and management of schools in the District (in addition to his responsibility for the discharge of developmental programmes). This measure underlines the priority given for staff development. The District Management Centres will be responsible for the training of the following categories of personnel in education planning and management.

(*a*) Principals of category 2 and 3 schools in the District.

(*b*) Deputy Principals, Sectional Heads, Grade and Subject Co-ordinators of all categories of Schools in the District viz. 1 AB, 1 C, 2 and 3 schools.

6. The Staff College for Educational Administration at Maharagama will conduct courses for the above categories in the Education Districts of Colombo and Gampaha. This will serve as a demonstration model for the District Management Centres in other Districts.

7. The hend of the District Management Centre is the Regional Director. The Director of Staff College will be accountable to the Ministry for planning, implementation management, co-ordination and review of the work of

the Management Centres. As such the Regional Directors should channel all their communications to the Director of Staff College, especially in areas such as :—

- designing of training courses;
- training of trainers;
- development of appropriate curriculum material;
- evaluation of the training needs of the Distirct;
- linking up of management consultancy support with training efforts;
- the assessment of the value and impact of training provided thorugh the centres etc.

8. To assist the Regional Director in managing these Management Centres, a principal who is administratively designated as School Management Advisor is available. The S.M.A. has been given a three months training in planning and management at the National Institute of Educational Planning and Administration (NIEPA) in New Delhi, India. The S.M.A. is expected to conduct surveys in identifying the training needs of principals and other supervisory staff of category 2 and 3 schools in the District while developing his or her own school as a domonstration or model school. The S.M.A. should also offer consultancy programmes for the clientele in the District. The functions of School Management Advisors and details of their Work Programmes are given in Annexures A and B respectively.

9. To assist the R.D.E. and the S.M.A. in training programmes, a band of Resource Personnel, around six per district have been trained by the Staff College and they are now available for the Pilot Districts. This will be extended to other districts as well in due course. These persons are either principals or officers identified and nominated by the R.D.E. from his District for this purpose. The S.M.A. as well as the District Resource persons work on a part-time basis. Travelling and subsistence is payable to them according to prevailing rates and regulations for work they do outside their place of work provided that these programmes are approved by the R.D.E. These trainers and S.M.AA will be exposed to short Reorientation Workshops and Programmes in Sri Lanka Staff College for Educational Administration.

10. Training is given in District Management Centres by means of :—

(*a*) Workshops, Seminars and other types of short courses; and
(*b*) Distance Education learning materials developed by Staff College.

In this respect the Regional Directors are expected to organize training programmes with the assistance of S.M.AA to improve the following aspects in the schools.

(i) Organisation Structures
(ii) Leadership and Participatory Management
(iii) Curriculum Management
(iv) School Planning
(v) Information Systems
(iv) Supervision
(vii) Evaluation

11. To supplement the above training programmes, the "Handbook for Principals (of 2 and 3 type schools)" and 13 Distance Training Modules are also available. The Distance Training Modules under the following titles have been prepared and developed to be used as self instructional material.

Distance Training Modules :—

(1) Principles of Management
(2) Planning for Principals
(3) How to organize the school work
(4) What is meant by decision-making
(5) Direction in Management
(6) How to organize the School Office
(7) How to keep School Accounts
(8) Curriculum Development and Management
(9) Supervision in Management
(10) How to conduct Evaluation in the School

(11) Educational guidance and ways of doing it
(12) How to solve the drop-out Rate and absenteism problem
(13) Maintaining inside and outside linkages

12. The Regional Director of Education is expected to prepare an Annual Programme of Management Training to be implemented in the District for his clientele groups that come under the purivew iof District Management Centre. This should be prepared well in advance with the assistance of the S.M.A. who has also trained for this specific purpose. These Annual Training Programmes should also be costed and sent in duplicate to the Director, Staff College so that money allocations could be negotiated with the Ministry.

13. In formulating District Training Programmes the R.D.E. should familiarize with training needs identification techniques so that purposeful training programmes for the District could be launched. Short courses of one week duration are suggested. Each course should have a course co-ordinator who will design the course. A curriculum validation committee should be set up by the R.D.E. so that specifications of objectives of the course, levels of skills to be developed and outcomes expected from each session or topic and the training material in general will be discussed and validated before the commencement of each course.

14. The R.D.E. should also ensure the following :—

(i) Each course should be checked for internal consistency, balance and sequencing of subject matter.

(ii) The use of audio visual aids, films, case studies, problem workshop modules and learning by doing type of sessions should be emphasized and evolved.

(iii) Library reading should be in-built in course sessions.

(iv) Study visits and field trips also should be built into training courses.

(v) In training courses knowledge should be integrated with practice, and skill development should be emphasized.

(iv) Special attention should be paid to activity based training for practical purposes of improving performance in schools, zones and D.E.O. offices.

15. It is suggested that during training courses participants should be encourgaed to identify projects on problems in their own institutions to be implemented once they get back to their work places. On the projects identified by them, an Action Plan should be prepared by each individual participant which could be implemented within existing available resources. It is very important that a course follow up should then be done by the Management Centre to reinforce, to strengthen and to evaluate while taking steps for proper documentation.

16. The Course Programme Plan given below will be useful for the R.D.E. in the preparation of training courses.

Course Programme Plan

Reference	Activity	Duration	Targeted	Start Date		Finish Date	
				Actual	Latest	Actual	Latest
A	Fix dates						
B	Develop curriculum and design programme						
C	Advertise course						
D 1	Arrange for halls, classrooms, publicity						
D 2	Arrange for inauguration, catering etc.						
E	Arrange lecturers, venue and residential and other facilities for faculty and participants						
F	Receive applications						
G	Arrange for field visits						
H	Reproduce Course programme						
I	Prepare course material						
J	Notify lecturers						
K	Select participants						
L	Translate course material						
M	Notify applicants						
N	Arrange necessary transportation						
O	Monitor arrangements						
P	Remind lecturers						
Q	Reproduce course material						
R	Correspond with participants and recover course fees, prepare dockets and arrange for AV and other facilities						
S	Coordinate and sit through course and submit weekly reports on sessions held						
T	Conduct evaluation and/or examinations and finalise results						
U	Pay lecturers/participants, prepare certificates of completing/attendance, correspond with absentees						
V	Prepare evaluation report						
W	Finalise accounts						
X	Review curriculum programme, design and budget						
Y	Review evaluation report						
Z	Reproduce and distribute copies of evaluation report and accounts						
AA	Submit to Governing Council						
BB	Destroy unwanted documents and file papers						

The format found in Annex C should be used to evaluate each course by the participants. The R.D.E. at the end of each course should send within a week a course evaluation report in the format found in Annexe D to Director of Staff College for Educational Administration.

17. In respect of Districts where Management Centres are not established so far, the R.D E. should make arrangements to identify a suitable existing building for the setting up of the District Management Centre. It is preferable to select a building either within the office premises of the R.D.E. or in colse proximity to the office. If no suitable building could be found in the neighbourhood, steps should be taken to construct a new building.

Given below is a suggested list of furniture and equipment for District Management Centres. The R.D.E may make suitable adjustments in the list to suit the conditions of his institution.

List of Furniture and Equipment

Suggested for District Management Centres

Items	*Numbers per centre*
Clerical Tables	05
Clerical Chairs	10
Typist Tables	01
Typist Chairs	01
Long Table	01
Armless Chairs	10
Lecture Chairs	100
Steel Cabinets	02
Glass Almirahs	02
Blackboards	03
Notice Boards	01
Type Writers (Sinhala)	01
Roneo Machine	01
Electric Kettle	01
Cups and Saucers	75
Fans	06
Wall Clocks	01
Library books	(for Rs. 50,000)
Dust bins	04

18. It is also very important that the Management Centre should be set up in a quiet neighbourhood which is not affected by undue noise from road traffic etc. The District Management Centre should constitute one hall which can accommodate 50 persons two discussion rooms each of which can accommodate around 20-25 persons, two toilets, one room or office, one large room for library and reading and a place for rest room facilities.

Functions of School Management Advisors

1. School Management Advisors will be attached to selected schools to function under Regional Directors of Education. They will implement Management Policies and Programmes identified by them in collaboration with RDEE along guidelines issued by the Ministry in order to provide management consultancy services and training facilities for improving performance and effectiveness of schools in the district.

2. These officers will service the following target groups :—Principals, Deputy Principals, Sectional Heads and other supervisory staff in schools.

3. The functions, School Management Advisors are expected to perform are as follows :-(*a*) Act as an exemplar to other schools by organizing, managing and operating his own school in a model manner. (*b*) Implement processes of planned change focussed on improved school management, organisation and supervision through programmes and projects of training. These training programmes should be designed to improve organisation structures, building team leadership and participative management, improve curriculum management, school planning and annual implementation programme, information systems, supervision and evaluation system etc. in schools..(*c*) provide consultancy services to improve the organisation and management of schools in the district with specific emphasis on the following aspects :-formulation and implementation of organisation and management changes, identifying training needs and formulating staff development programmes, implementing better arrangements for school resource utilisation. They will also render assistance for management development and supervisior projects for RDEE and CEOO. (*d*) Develop a Management Resource Centre in his school for the use of staff in other schools of the District.

4. These Advisors are also expected to discharge special projects identified by the Management Development Branch of the Ministry. They will assist the Staff College at Maharagama in their programmes conducted at district levels, as well as evaluate the impact and effectiveness of training programme conducted by the College for staff in the District.

These Advisors are also expected to provide a feed-back to the Management Development Branch of the Ministry in regard to organisation and management problems, policies and procedures etc., which impede performance ofschools. Their assistance in educational supervision and School Management work of the ESSM Branch of the Ministry is also required.

Participant's Course Evaluation Format

(will be kept confidential)

Course Title and Number :

1 What were your expectations from this course/modules ?

2 To what extent were these fulfilled ?

3 The following were the aims and objectives of the course. Indicate in the appropriate column the degree of achievement :—

Aims	*Very much*	*Much*	*Little*	*Very Little*
(i)				
(ii)				
(iii)				

4. Do you suggest that any additional topics be included ?

5. Do you suggest that any topics be excluded ?

6. From which 2 sessions did you benefit most ? Why ?

7. From which sessions did you benefit least ? Why ?

8. Comment on the following aspects of course :—

(i) Sequencing
(ii) Content
(iii) Duration
(iv) Instructional Techniques adopted
(v) Assignments
(vi) Visits
(vii) Learning from colleagues
(viii) Library reading

9. What new skills or areas of knowledge have you acquired, if any ?

10. In what areas would further traninig be required ?

11. Any other observation ?

12. My assessments of the Content. Relevance and effectiveness of each session categorised as (E) (Excellent) (G),Good (F) (Fair) and (P) Poor and Duration categorised as (E) (Excessive),(A) (Adequeate)and(I)(Inadequate) are indicated by the mark/as follows:—

Date	Session	Lecturer's Initials	Adequacy and Quality of Content				Relevance to my Job				Future Practical use in my Job				Duration		
			E	G	F	P	E	G	F	P	E	G	F	P	E	A	I

Course Evaluation Report Format

01. Title of Course, Duration and Dates :

02. Specific objectives of Course (with detailed statement of Training Needs identified) :

03. Clientele for Course :

Level of participation, i.e. whether managerial, supervisory ; staff category; Districts/Departments/ Type of schools or offices from which they are drawn :

04. Number of participants :

Nominations received and accepted :

Participants present :

Absentees and reasons :

05. Comments on Training Methodology used in the sessions and their effectiveness :

06. Method of Course Evaluation :

i.e. written/oral or both :

07. Criteria for evaluation based on participants' feed-back :—

(*a*) How far objectives of course were realised :

(*b*) Relevance of Lecture sessions to participants' responsibilities and work areas :

(*c*) Balance between theory and practice :

(*d*) Technical level of training :

(*e*) Additions/deletions to lectures and over lapping or gaps in subject areas :

08. Presentation of subject matter by lecturer in terms of delivery and response from participants :

09. Physical facilities, Course arrangements and duration :

10. Use made of library for reference and bibliography/and course material issued to participants :

11. Follow-up action needed on future course offerings of this course ; preparation of case studies and analysis a training material or further problems and training needs :

12. Action taken with Departmental Supervisors of trainees on the use to be made of training and organisation supports necessary :

13. Plans of post course work projects to be undertaken by trainees :

14. Specific plan with time schedules of follow-up action proposed by course co-ordinator with trainees, etc.

15. Conclusions and course Co-ordinator's observations for further action :

Course Co-ordinator

Date :

Work Programme of S.M.A. *ANNEXE B*

Projects	*Aim*	*Tasks of the S.M.A.*
1. Improve performance of own school to be an exemplary School in the district	Enable schools to be demonstration model for others to learn from its organisation, management and practices. Also identify other such schools in district.	Operationalise NIEPA experience for improving SMA's school (re-policy, programming, technology, structure etc).
2. Develop school as a Management Resource Centre	Provide resource materials and facilities for others to enable School Management Development	Identify client targets ; Develop Resource materials and Library. Obtain external resource inputs needed.
3. Train and advise other Principals/Staff in School Management	Assess training needs of clients schools and meet their needs to overcome Management problems (Re : Inventory of Management Problems).	Identifiy needs, develop training materials with NIEPA experience, obtain services of other resource personnel and launch training programmes.
4. Management Consultancy of other Client Schools	Reinforce Project 3 and to stimulate Self-reliant Development of Schools for performance improvement (Re : Inventory of Management Problems).	Identify problems and initiate remedial reform of policy, structure, technology etc . in schools.
5. Implement Special Consultancy Study	To synthesise NIEPA experience with improving local situation (assignment allocated)	
6. Co-ordinated work with Staff College	To improve Staff College Programmes and obtain supplementary assistance	Assist in improving problem focussed training at S.C. Develop materials and methods and link it to District needs
7. Design Linkage Support System at Supra School Level in District	Enable projects for School Management Development to have a facilitative environment	Should be completed in order to make required policy changes/decisions
8. Revise Distance Education module/prepare new module	Synthesise NIEPA experience with improving local project (assignment allocated)	Should be completed in order to improve the present project
9. Co-ordinated work with Management Development Branch of Ministry	Facilitate and assist in proejects for School performance improvement on a multi District basis	Assist in projects of the Management Development Branch ; Submit proposals for better use of resources in districts ; provide feedback to Management Development Branch on problems, Ministry policies and procedures etc.
10. Assist RDE and CEOO ..	Provide concultancy assistance	Assist in optimising use of resources ; problem solving in schools ; consultancy services in school planning and Management ; help in school inspections of RDE/CEO ; work of Structure Committee and assist in formulating staff development programme in the District.

CHAPTER XIV

MANPOWER PLANNING

A survey carried out by the Ministry on the teacher requirements and the deployment of teachers, revealed the following shortcomings and weaknesses that had led to a fairly large wastage of man-power.

(*a*) Uneven distribution of teachers among the eudcational districts (i.e. some districts had teacher shortages while some other districts enjoyed surpluses) ;

(*b*) Failure to deploy even the available teachers in the best possible manner in schools within a district (i.e. in almost every district it was found that there were schools with excess teachers while some others did not have even the minimum number required ;

(*c*) Absence of a common, acceptable and simple method of computing and fixing the cadre of each school, that could be used by Principals as well as by officials in matters of transfers and deployment of teachers.

(*d*) The unplanned and haphazard manner of the placement of teachers which depended more on the amount of pressure brought to bear on the officer responsible thanon the actual needs of schools.

2. With the objective of eliminating these shortcomings and to ensure the optimum utilization of the teachers available, the Ministry in May 1983 embarked on the Manpower Planning Project. The first stage of this project was the preparation of a set of comprehensive guidelines with a ready reckoner in the form of tables and despatching copies of the same to all R.D.EE, Ch. E.OO, C.E.OO, and Heads of all schools(No.3/PP/G/3.1 dated 19th May,1983). The sequence of operations in fixing the cadre for each school, Zone, Division or District is as follows :—

3. The Head of every school determine the staff needed for his/her school according to circular instructions and prepare a cadre register in triplicate. The format shown in Form "S" should be used in the preparation of the cadre register. In the cadre register the core cadre and the maximum cadre should be indicated. Maximum cadre of a school consists of the Principal, Sectional Heads and all other categories of teachers provided by the circular. The core cadre consists of Principal and teachers other than teachers of English in Grades 3—5.

In other words all Sectional Heads and teachers of English in Grades 3-5 are excluded from the core cadre. The Principal should forward the school cadre register in triplicate to his Divisional Education Officer. The D.E.O. should study the cadre register submitted by Principal with the assistance of his Planning Officer and determine the core and the maximum cadre required for each school. Of the three copies of school cadre register, one approved copy should be sent back to the Principal. One set of school cadre registers should be arranged according to zones and sent to the D.D.E. and the third set of copies should be arranged according to zones and filed of record in the Divisional Office.

4. The D.E.O. with the assistance of his Planning Officer will prepare in duplicate a cadre register for each zone and a cadre register for the whole Division using the same format as indicated in Form "S". One copy of these cadre registers should be sent to the D.D.E. The D.D.E. will prepare a district cadre register with the help of the Divisional Cadre Registers using format "S". Two copies of the District Cadre Register should be sent to the Administration Division (Internal Audit Branch) of the Ministry. At every stage seperate cadre registers should be prepared for schools and sections of different media (e.g. one cadre register for Sinhala medium schools and Sinhala Sections and a seperate cadre register for Tamil medium schools and Tamil Sections).

5. After studying the school cadre registers the follwoing schools should be noted for apporpriate action by D.D.E./D.E.O.—

—schools with teachers more than the maximum cadre—

—schools which do not have even the core cadre.

When a decision has to be made who is to be trnaferred out from excess schools it is expected that the D.D.E./D.E.O, will take into consideration matters like length of service, residence and home station, service in dificult areas health reasons and other humanitarian factors. In the choice of the deficit school to which a teacher is to to be tranferred the hardships a teacher has to undergo should be considered. However, the principle concern should be the student and not the teacher.

6. The number of teachers a school is entitled to, should be computed for each calender year. In the large majority of schools pupil numbers up to Grade 10, gets stabilized by the 1st of Feburary each year. Hence it is suggested that the preparation of school cadre registers for each year be based on the number of pupils on 1st February. Care should be taken to include the students who may not attend school temporarily till G.C.E. (O.L.) results are published, when computing the teacher cadre. Once the cadre is fixed, adjustments should be made with the ultimate objective of reducing all excess and shortages of staff to zero. Having met the needs of all the schools in the district if still there is a surplus of teachers the D.D.E. should inform the Internal Audit Unit of the Ministry and take action to transfer the excess to districts where their services are needed.

7. If the quota of teachers allowed by the circular are inadequate for a particular school due to reasons like teaching of a number of religions, technical subjects, aesthetic subjects etc, the District Director of Education should study the case and make recommendations for the approval of extra teachers, to the Ministry. It is the responsibility of each Head of the school to get the school cadre register approved and to ensure that the school is not over staffed.. It is the responsibility of the D.E.O. to prepare the cadre registers for each zone and for the division. The D.D.E. will prepare the district cadre register and it is his responsibility to see that no school in the district is over-satffed. Salaries paid to excess or underutilized teachers will be surcharged from those responsible. The officers of the Internal Audit Unit will visit schools and offices to check the cadre registers and to ascertain the incidence of excess teachers. If, due to increase or decrease of pupil numbers or classes, the cadre has to be revised, the Principal should prepare a new cadre register in the "S" form and get it approved by the D.E.O.or any other officers authorized by the D.D.E. or the Ministry.

8. *Guidelines for Computing the Teacher Cadre of a School.*—The number of teachers that a school is entitled to will depend on the—

(i) number of pupils in Primary Grades (Kg-5) ;
(ii) number of pupils in Junior Secondary Grades (6—10) ;
(iii) number of classes in Senior Secondary Grades (11—12).

Teaching Staff and Supervisory Staff.—The cadre of teachers for a school will consist of two component parts—

(i) Teaching staff;
(ii) Supervisory staff.

The basis of computing the teachers for these two component parts are given below (the requirements of the Sinhala and Tamil Media should be calculated seperately).

09. *Teaching Staff—Primary Grades* (Kg—5).—The number of teachers a school is entitled to as teaching staff for Primary Grades is given in Tables 1.1 (which indicates the number of general teachers) and 1.2 (which indicates the number of English teachers). The number of teachers needed as teaching staff for the Primary Grades would be computed on the above basis irrespective of whether they are in a seperate primary school or in the primary section of a secondary school.

10. *Teaching Staff—Junior Secondary Grades* (6—10).—The number of teachers a school is entitled to as teaching staff is given in Table 2. In this Table, Column 2 gives the total number of teachers for the corresponding numbers of pupils in Grades 6—10. It would be seen that the pupil-teacher ratio up to an enrolment of 90 is relatively low. specialist teacher requirements of the Junior Secondary Grades make the pupil ratio in these grades low, when the pupil numbers are small. Within the quota of teachers indicated in Column 2 of the ammended Table 2, the number of teachers needed for teaching the different subjects should be calculated on the basis of the number of periods per week allocated to the different subjects. Numbers of Science/Mathematics teachers and English teachers given in Column 3 and 4 respectively are only indicative.

11. *Teaching Staff—Senior Secondary Grades* (11—12).—The number of teachers a school is entitled to as teaching staff for examination subjects in Grades 11—12 is given in Table 3. Teachers are provided seperately for (a) the Science Stream and (b) the Arts and Commerce stream. It should be noted that the Arts and Commerce classes are grouped into one stream for the purpose of calculating teacher requirements. Column 2 of the Table 3 indicates the number of teachers for the corresponding number of calsses in the Science stream/Arts and Commerce stream. It would be seen that the calss-teacher ratio is less than 1 when the number o f classes in a given stream is less than 6 and the ratio becomes 1 when the number of classes is 6 or more. Teachers for teaching non-examination subjects in Grades 11-12 should be calculated on the basis of 1 teacher for 4 classes. To calculate the number of teachers needed, the total number of calsses in both streams should be divided by 4.

12. *Teaching Load, Class Size and the Deployment of Teachers.*—(i) The teaching load of a teacher teaching in primary/junior secondary grades should normally be 35—40 minute periods.

(ii) Specialist teachers should be employed wherever possible for teaching science, mathematics, English, aesthetic and technical sujbects in Grades 6—10.

(iii) The number of pupils in a class in Grades 11—12 should normally be 25—35. Formation of parallel classes with an average class size of less than 20 should be avoided.

(iv) Graduate teachers or teachers with equivalent qualifications should be employed for teaching examination subjects in Grades 11—12.

(v) The teaching load of a teacher in Grades 11—12 should normally be 32—40, minute periods per week.

13. *Supervisory Staff.*—In addition to the quotas of teachers indicated above, teachers are provided to function as Sectional Heads. The number of Sectional Heads for the Primary and Junior Secondary Grades is given in Table 4. Column 2 indicates the number of Sectional Heads for the Primary Grades of a Primary School and Primary and Junior Secondary Grades of a Junior Secondary or Senior Secondary School. The quota of supervisors for the Senior Secondary grades is given in Table 5. Column 2 indicates the number of supervisors for the Science stream and column 4 indicates the number of supervisors for Arts and Commerce streams.

(*a*) *Categories of Sectional Heads.*—Sectional Heads will be or three types —
—subject co-ordinators
—grade co-ordinators
—supervisors.

(*b*) *Subject Co-ordinators.*—Subject co-ordinators should perform such functions as ensuring the preparation and implementation of schemes of work, coverage of syllabuses according to time schedules, supervision of teaching improvement of teaching practices, remedial teaching, and evaluation of teachers and pupils. They should maintain a record to show the work done daily in connection with the discharge of the above functions and the time devoted to each such function. Subject co-ordinators should devote ten hours per week to class-room teaching.

(*c*) *Grade Co-ordinators.*—Grade Co-ordinators should attend to disciplinary matters and work connected with pupil/teacher attendance, relief work, time tabling, pupils records, preparation for school assmebly, facilities fees, parent-teacher meetings etc. They should maintain a record to show the work done daily in connection with the discharge of the above functions and time devoted to each such function. Grade co-ordinators should devote not less than 15 hours per week to class-room teaching.

(*d*) *Supervisors.*—Where it is not posisble to have separate subject co-ordinators and grade co-ordinators either for the whole school or a section of it, all or some of the sectional heads provided may be employed as supervisors. Supervisors should devote not less than 7 hours per week to work connected with schemes of work, coverage of syllabuses, class-room supervision, evaluation of teachers, guidance and counselling, improvement of teaching practices, remedial teaching and pupil evaluation. In addition to the above functions, supervisors should attend to disciplinary matters and other administrative functions assigned by the Principal. They should maintain a record to show the work done daily in connection with the discharge of the above functions and the time devoted to each such function. Supervisors should devote 10 hours per week to class-room teaching.

(*e*) *Deputy Principals and Assistant Principals.*—In schools with less than ten but more than five sectional heads, one from among them designated as Deputy Principal schould be responsible for administration and co-curricular activities under the general supervision of the Principal. The Deputy Principal should devote a minimum of five hours per week to class-room teaching. In schools where there are ten or more sectional heads, two of them may be disignated as Deputy Principals. One of the Deputy Principals should be responsible for administration and the other for co-curricular activities. One of the Sectional Heads of a Junior/Senior secondary school may be designated as Assistant Principal to be in charge of the primary section under the general supervision of the Principal. Where necessary, two sectional heads may be designated as assistant principals, one to be in charge of the primary section and the other to be in charge of the junior secondary section. An Assistant Principal should devote a minimum of 7 hours per week to class-room teaching.

(*f*) *Principal.*—Every school will have a Princiapl outside the quota of teachers and sectional heads.

14. *Staffing.*—(*a*) In providing the necessary staff for the Regional Departments and the Divisional Offices, the nature of the work and skills required to perform the functions, also with regard to the number of officers required, the work-load analysis and work norms were used. The pattern of staffing was as follows.

(*b*) *Regional Education Department.*—As Head of Department a Director of Education has been provided.

For the Planning Division to handle the planning work, officers with planning skills were recruited and a Chief Planning Officer is in charge of the Branch in the Division—The Planning & Control Branch. He is assisted by a Circuit Education Officer. A Planning Officer is in charge of the other Branch of the Planning Division—the Information Systems Branch.

Supervision Division is considered as the development division of a Regional Department and the Regional Director of Education is the Head of this Division in keeping with the Ministry policy that the Head of the organisation should be Head of the Development Division. He is also the Head of the Evaluation Branch. He is assisted by an Education Officer and two Circuit Education Officers. The other Branch under this Division—Implementation Management is headed by the Chief Education Officer who is the Deputy Head of Department. He is assisted by a Circuit Education Officer. The third Division of the Regional Office is the Services Division which is headed by the RDE. This division consists of the Administration, Finance and School Works headed by Education Officer (Administration), Accountant and the School Works Engineer.

Administration Branch consists of two branches mainly, establishments and general administration, and these two branches are headed by the E. O. (Admin.) and an Administrative Officer. Finance Branch consists of the Payments Unit and the General Accounts Unit. These two Units are headed by Financial Assistants.

The clerical staff required for this Division and Branches have been computed on the basis of clerical work content using the techniques of work measurement and work-load analysis. For the Establishment Units for personal files a norm of 500 files per clerk has been used and for salaries one clerk to do the salaries of 500 persons. The staff allocated is given in annexure.

(*c*) *Divisional Offices.*—The staff required for the Divisional Offices have been computed in a similar manner.

The Education Officer in charge of the Divisional Office is known as the Divisional Education Officer and he is the head of the Education Development Division. This Division has two Branches namely, Programming and Evaluation headed by a Planning Officer and the Education Management Branch which is under the control of the D. E. O. He is assisted by two Circuit Education Officers. Education Administration Division is headed by a Circuit Education Officer.

Finance Division is headed by a Financial Assistant. The Administration Division is headed by a Circuit Education Officer. He is also the head of the establishment branch and the other branch under this division—the General Administration Branch is headed by an Office Assistant.

The clerical cadre required for these branches has been computed on the basis of the Regional Offices. The approved cadre is given in the annexure.

15. *Staff Assessment.*—(*a*) For staff assessment the work to be done and the work done by the existing staff needs to be ascertained. For this purpose various techniques could be used. Some of them are :

- Analytical estimation
- Work measurement using time study
- Activity sampling
- Sampling.

(*b*) *Analytical Estimation.*—To arrive at a reasonable time limit to do certain work this method can be adopted. In the first instance the activities of the work has to be broken down into elements or smaller units. For example, the work to be done in a file in replying a letter can be shown as follows :

- select the file
- file the letter
- read the letter
- make a minute in the file and submit

- receive back the file
- read the minute/order of the S. O.
- draft the letter and send it for typing
- put the typed letter in the file and submit with a minute.

For each of these elements the time required can be determined in consultation with the person performing the work and with the experience. Another way to considering this element break down is to take an activity seperately and break-down it into elements. For example, a person handling the personal files, has to do different activities, such as annual increments, confirmations, transfers, etc. The elements of each activity has to be recorded and the time taken to do such an element can be determined. This is the work content. The next stage would be to determine the various allowances needed. In this connection it is necessary to decide on the fatigue, disturbance, etc,, and other conditions under which a person has to work. Also the relaxation and personal needs allowance needed should be decided. This may be decided for the totalactivity for eachelement. These allowances shouldvary according to the conditions under which they have to work, deciding of allowances may be done as follows :

Fatigue	—	5% (If the person has to walk or stand while doing the work this percentage would be more)
Disturbance	—	5% noise, light, ventilation
Personal needs	—	5% for males 7 1/2 % for females
Rest allowance	—	3%—5%.

All these allowances are a percentage of the work content on the basic time and when all these allowances are added to the basic time the time needed to do the activity is available. Also in computing the workting time, the time allowed for tea, meals should be deducted and also fifteen minutes at the begininng and fifteen minutes at the end should be discounted. In this way all activities could be examined and prepare a norm or decide the actual time utilisation by the persons.

(*c*) *Work Measurement Using Time Study*.—The procedure is the same but the person doing the study will have to be by the side of a worker and record the elements, time taken for each element and the rate of performance. The rate is only a mental picture and 100 is the basis for deciding the rate. A person having the necessary knowledge, skills and experience would perform at 100. This method is more suitable for repetative jobs and it is very difficult to follow this in clerical work.

(*d*) *Activity Sampling*.—Activity sampling is used to find out how the time is being utilised in work. This can be done in two ways —

- to find the time utilisation by one person
- to find the time utilisation by a unit or branch consisting of number of persons.

The person doing the study will have to sit in the Branch/Unit and record activities. From the starting time, regular intervals, the movements of each person needs to be recorded. In this connection, in an office the standard movements may be :

- seated and working
- seated but not working
- engaged in a conversation
- engaged in telephone conversation
- with the supervisor
- with the S. O.
- not in the seat.

After the commencement of the study, the movements at each point of time, i. e., if after every fifteen minutes or thirty minutes, the movements may be recorded. If the study is in respect of a Brach/Unit, then the number of persons engaged in each above activity at a particular point of time has to be recorded. What the person/s has been doing at the time of recording should be noted. If the recording is at every thirty minutes, and a person has been working from 9.00 a.m. to 9.29 a.m. and has left the seat at 9.30 a.m. it has to be recorded that he is not in his seat.

After the study, the similar, movements to be counted and the time spent has to be worked out, i.e., number of movements and the duration of the time unit.

N.B.—It is better not to inform the person or the Branch that a study is being done.

(*e*) *Sampling*.—This method can be used when above techniques cannot be used due to the largeness of the work. When a sample study is done, number of files may be selected at random and in each file, the action taken may be recorded, and after a discussion with the person doing the work the time for each activity may be decided. Rest allowances, etc., may be added. Using this method the quantity of work done or to be done could be ascertained.

16. *Work Measurement*.—It may be necessary to estimate teacher and other staff requirements on the basis of actual work-loads outside the normal classroom type work. For this purpose scientific work study method such as work measurement could be applied. This method is also useful to assess the work-load of clerks and other types of office and field jobs. A brief statement of how work measurement methods are applied is noted below.

Work measurement has been defined as the application of techniques designed to establish the time for a qualified worker to carry out a specified job at a defined level of performance. The basic procedure in work measurement is as follows :

(*a*) Select—selection of the work to be measured. Consider the problems and need to do a work measurement.

(*b*) Record—watch how the work is being done by him. Then start recording. Break the job into elements. These elements must be of a measurable size.

(*c*) Examine—the method used by him. Identify the most unproductive and foreign elements to be seperatel from productive elements. Ensure that the most effective method is to be used.

(*d*) Measure—the time utilised for each element by the appropriate techniques. Record the time taken to do each element. Also measure the rate of performance. The rating means determining the speed of performance against a general norm while measuring. The rating is only a mental picture as to how best the employee performs. It is assumed that a qualified and experienced worker perform at a general norm which is normally taken as 100. If the employee perform below 50% then it is not worth carrying out the study as he is not a qualified worker.

(*e*) Compile—Check the recorded times with the rates of performance. Calculate the time taken at each time on the basis of the rate of performance as 100. Compute the average time for each element. Add the various allowances such as for fatigue, disturbance, personal needs, policy allowances, etc., for each element. Add and arrive at the standard time.

(*f*) Define—the series of activities methods, etc., and issue the standard time.

(*g*) Install—implement and issue instructions. If necessary arrange for training of persons.

ANNEX

Table 1.1

Enrolment of Primary Grades (LKG—5)	*No. of General Teachers*	*Enrolment in Primary Grades (LKG—5)*	*No. of General Teachers*
Less than 45	1	1000–1039	27
45–74	2	1040–1079	28
75–104	3	1080–1119	29
105–134	4	1120–1159	30
135–164	5	1160–1199	31
165–199	6	1200–1239	32
200–239	7	1240–1279	33
240–279	8	1280–1319	34
280–319	9	1320–1359	35
320–359	10	1360–1399	36
360–399	11	1400–1439	37
400–439	12	1440–1479	38
440–479	13	1480–1519	39
480–519	14	1520–1559	40
520–559	15	1560–1599	41
560–599	16	1600–1639	42
600–639	17	1640–1679	43
640–679	18	1680–1719	44
680–719	19	1720–1759	45
720–759	20	1760–1799	46
760–799	21	1800–1839	47
800–839	22	1840–1879	48
840–879	23	1880–1919	49
880–919	24	1920–1959	50
920–959	25	1960–1999	51
960–999	26		

The series may be continued by adding 40 to the relevant figure and by providing 1 teacher for every 40 units of enrolment

Table 1.2

ENGLISH TEACHERS FOR PRIMARY GRADES

Enrolment in Grades 3 to 5	*No. of English Teachers*
Upto 250	1
251– 500	2
501– 750	3
751–1000	4
1001–1250	5
1251–1500	6

Amended Table 2

TEACHERS FOR JUNIOR SECONDARY GRADES 6-10

(This table should be used for the determination of teacher requirements in and after 1984)

Enrolment in Grade 6-10 (1)	*Total No. of Teachers* (2)	*Teachers for*		
		Science/Maths, (3)	*English* (4)	*Other subjects* (5)
Up to 60	3	1	1	1
61– 90	4	1	1	2
91– 125	5	1	1	2
126– 160	6	2	1	3
161– 195	7	2	1	4
196– 230	8	3	1	4
231– 265	9	3	1	5
266– 300	10	3	1	6
301– 335	11	4	2	5
336– 370	12	4	2	6
371– 405	13	4	2	7
406– 440	14	5	2	7
441– 475	15	5	2	8
476– 510	16	5	2	9
511– 545	17	6	2	9
546– 580	18	6	3	9
581– 615	19	6	3	10
616– 650	20	7	3	10
651– 685	21	7	3	11
686– 720	22	7	3	12
721– 755	23	8	3	12
756– 790	24	8	3	13
791– 825	25	8	4	13
826– 860	26	9	4	13
861– 895	27	9	4	14
896– 930	28	9	4	15
931– 965	29	9	4	16
966–1,000	30	10	4	16
1,001–1,035	31	10	4	17
1,036–1,070	32	10	5	17
1,071–1,105	33	11	5	17
1,106–1,140	34	11	5	18
1,141–1,175	35	11	5	19
1,176–1,210	36	12	5	19
1,211–1,245	37	12	5	20
1,246–1,280	38	12	5	21
1,281–1,315	39	12	6	21
1,316–1,350	40	13	6	21
1,351–1,385	41	13	6	22
1,386–1,420	42	14	6	22
1,421–1,455	43	14	6	23
1,456–1,490	44	14	6	24
1,491–1,525	45	15	6	24
1,526–1,560	46	15	7	24
1,561–1,595	47	15	7	25
1,596–1,630	48	16	7	25
1,631–1,665	49	16	7	26
1,666–1,700	50	16	7	27
1,701–1,735	51	17	7	27
1,736–1,770	52	17	7	28
1,771–1,805	53	17	8	28
1,806–1,840	54	18	8	28
1,841–1,875	55	18	8	29
1,876–1,910	56	18	8	30
1,911–1,945	57	19	8	30

Enrolment in Grades 6–10 (1)	*Total No. of Teachers* (2)	*Teachers for*		
		Science/Maths (3)	*English* (4)	*Other subjects* (5)
1,946–1,980	58	19	8	31
1,981–2,015	59	19	8	32
2,016–2,050	60	20	9	31
2,051–2,085	61	20	9	32
2,086–2,020	62	20	9	33
2,121–2,155	63	20	9	34
2,156–2,190	64	21	9	34
2,191–2,225	65	21	9	35
2,226–2,260	66	21	9	36
2,261–2,295	67	22	10	35
2,296–2, 330	68	22	10	36
2,331–2,365	69	22	10	37
2,366–2,400	70	23	10	37
2,401–2,435	71	23	10	38
2,436–2,470	72	23	10	39
2,471–2,505	73	24	10	39
2,506–2,540	74	24	11	39
2,541–2,575	75	24	11	40
2,576–2,610	76	25	11	40
2,611–2,645	77	25	11	41
2,646–2,680	78	25	11	42
2,681–2,715	79	26	11	42
2,716–2,750	80	26	11	43
2,751–2,785	81	26	12	43
2,786–2,820	82	27	12	43
2,821–2,855	83	27	12	44
2,856–2,890	84	27	12	45
2,891–2,925	85	28	12	45
2,926–2.960	86	28	12	46
2,961–2,995	87	28	12	47
2,996–3,030	88	29	13	46
3,031–3,065	89	29	13	47
3,066–3,100	90	29	13	48
3,101–3,135	91	30	13	48
3,136–3,170	92	30	13	49
3,171–3,205	93	30	13	50
3,206–3,240	94	31	13	50
3,241–3,275	95	31	14	50
3,276–3,310	96	31	14	51
3,311–3,345	97	32	14	51
3,346–3,380	98	32	14	52
3,381–3,415	99	32	14	53
3,416–3,450	100	33	14	53
3,451–3,485	101	33	15	54
3,486–3,510	102	33	15	54
3,511–3,545	103	33	15	55
3,546–3,580	104	34	15	55
3,581–3,615	105	34	15	56
3,616–3,650	106	34	15	57
3,651–3,685	107	35	15	57
3,686–3,720	108	35	15	58
3,721–3,755	109	35	16	58
3,756–3,790	110	36	16	58
3,791–3,825	111	36	16	59
3,826–3,860	112	36	16	60
3,861–3,895	113	37	16	60
3,896–3,930	114	37	16	61
3,931–3,965	115	37	16	62
3,966–4,000	116	38	17	61

Table 3

TEACHERS FOR GRADES 11-12

(Teacher requirements should be calculated separately for (a) Arts and commerce Stream and (b) Science stream).

No. of Classes	*No. of Teachers for Examination Subjects*
1	2
2	3
3	5
4	5
5	6
6	6
7	7
8	8

This series may be continued by providing 1 teacher for each addtional class.

Table 4

SECTIONAL HEADS FOR PRIMARY AND JUNIOR SECONDARY GRADES

Enrolments in Primary (LKG-5) Primary and Junior Secondary (6—10) Grades (1)	*No. of Sectional Heads* (2)
Less than 200	—
201– 500	1
501– 750	2
751– 1,000	3
1,001– 1,250	4
1,251– 1,500	5
1,501– 1,750	6
1,751– 2,000	7
2,001– 2,250	8
2,251– 2,500	9
2,501– 2,750	10
2,751– 3,000	11
3,001– 3,250	12
3,251– 3,500	13
3,501– 3,750	14
3,751– 4,000	15

The series may be continued by providing one Sectional Head for each additional enrolment increase of 250.

Table 5

SECTIONAL HEADS FOR GRADES (11—12)

Enrolment in Science Stream (1)	*No. of Sectional Heads* (2)	*Enrolment in Arts & Commerce Stream* (3)	*No. of Sectional Heads* (4)
Less than 120	—	Less than 200	—
120– 500	01	200– 500	01
More than 500	02	More than 500	02

ANNEXURE—2

My No. 3/RS/8/8/9.
Management Systems Branch,
Ministry of Education,
Colombo 02,
3rd May, 1984.

TO : All Regional Directors of Education and Chief Education Officers in-charge of Districts.

Assessment of Clerical Cadre

The requirements of Clerical Cadre has been computed by the Management Development Branch for the following work areas as indicated below :

1. Teacher Establishment Branch—

   One Clerk for every 500 Teacher's P. FF.

2. Teacher Salaries Branch—

   One Clerk for Every 500 teachers.

3. Education Administration Branch—

   3.1 Land matters—1 Clerk for every 300 files

   3.2.1. Annual Returns
   3.2.2. Facilities and Services Fees
   3.2.3. Lieu Sessions
   } One Clerk for every 500 schools.

   3.3.1. School Structure matters
   3.3.2. Pupils Record Sheets
   3.3.3. Time Tables
   3.3.4. Science/Technical Education
   3.3.5. School Hostels
   3.4.1. Public Exams—G. C. E. O/L
   G. C. E. A/L
   Grade V Scholarships
   3.4.2. Other Public Exams
   3.4.3. Discipline in Schools
   3.4.4. Educational tours
   3.4.5. Aesthetic and Health Education
   3.4.6. Medium of teaching
   3.5.1. Admissions
   3.5.2. Complaints re. Admissions
   3.5.3. Use of School Buildings
   3.5.4. School Libraries
   3.5.5. Requirement of Furniture and Equipment for Schools
   3.5.6. Distribution of free books
   } One Clerk for 500 Schools.

4. Education Development Branch—

   4.3.1. Janatha Education
   4.3.2. Special School Programmes
   } One Clerk for every 150 Centres.

   4.2.1. S. D. S. (for 500 Schools)
   4.2.2. Small Schools (for 250 Schools)
   4.2.3. Estate Schools (for 250 Schools)
   4.2.4. Supervision of Schools
   } One Clerk

   4.3.1. In-Service Education
   4.3.2. Curriculum Evaluation Development
   4.3.3. Field Training Activities
   } One Clerk for 500 Schools

4.4.1. Regional Exams
4.4.2. Extra Curricular Activities
4.4.3. I. R. D. Programmes
4.4.4. Mahaweli Schools
4.4.5. Schools for handicapped
} One Clerk for 500 Schools

4.5.1 Annual Implementation Programme
4.5.2. Regional Educational Planning
4.5.3. Regional Educational Policy and Priorities
4.5.4. Implementation of Ministry Policy
} One Clerk for 500 Schools.

On the basis of the above calculations the Clerical cadre requirements for these four branches have been estimated in the following manner.

Regions	No. of Schools	Teacher Establishment Branch		Teacher Salaries Branch	Education Administration Branch		Education Development Branch
		Set Clerks	Unit Heads	Set Clerks	Unit Heads	Set Clerks	Set Clerks
1. Colombo	250	17	2	20	2	6	7
2. Homagama	202	09	1	09	1	—	—
3. Kalutara	466	16	2	18	2	4	5
4. Galle	510	15	2	16	2	4	5
5. Matara	418	12	1	14	1	4	4
6. Tangalle	280	08	01	8	1	2	2
7. Ratnapura	580	13	1	13	1	4	4
8. Bandarawela	495	11	1	11	1	4	4
9. Polonnaruwa	150	04	—	04	—	2	2
10. Batticaloa	251	04	—	04	—	2	2
11. Kalmunai	170	04	—	04	—	2	2
12. Moneragala	183	04	—	04	—	2	2
13. Amparai	105	02	—	03	—	1	1
14. Trincomalee	204	04	—	04	—	2	2
15. Anuradhapura	509	11	1	11	1	4	3
16. Vavuniya	128	01	—	01	—	1	1
17. Mannar	100	02	—	02	—	1	1
18. Chilaw	321	06	—	06	—	3	3
19. Puttalam	150	03	—	03	—	—	—
20. Jaffna	561	13	1	14	1	5	5
21. Mullaitivu	86	01	—	01	—	1	1
22. Kurunegala	386	14	1	14	1	5	5
23. Kuliyapitiya	285	07	1	07	1	—	—
24. Nikeweratiya	253	05	—	05	—	—	—
25. Kandy	759	24	2	28	3	6	5
26. Matale	300	08	1	08	1	2	2
27. Nuwara Eliya	377	06	—	06	—	2	2
28. Kegalle	595	14	1	14	1	4	4
29. Gampaha	347	15	2	17	2	5	6
30. Minuwangoda	249	08	1	09	1	—	—

In the case of supervision of Set Clerks in Teacher Establishment and Teacher Salaries Branches, one unit should be established for each 10 clerks.

You are requested to send your observations and comments in this connection together with the particulars of existing Clerical Staff, the teachers and C. E. OO engaged in office work and presently attached to these four branches in your offices. Particulars with regard to the supervisory structures, (i.e., No. of unit heads etc.) and the system of supervision also needs to be included in your report.

Please send your reports to the following address within three weeks.

Address :
Director,
Management Systems Branch,
R. S. M. D. Division,
Ministry of Education,
Colombo 02.

Addl. Secretary (RSMD)
for Secretary.

CHAPTER XV

Evaluation of Personnel (School Level)

Evaluation of personnel is a component of the process of supervision. In supervising the programme of teaching and related activities in the school, assessment of the work being done by the personnel involved in the programme at different levels must necessarily be done. This would involve the evaluation of the key personnel in the school, (viz., the Principal, the Deputy Principal, the Sectional Heads, Subject co-ordinators, Grade supervisors and teachers).

2. Evaluation can serve many purposes. It would entail an awareness on the part of the evaluator of the functions and responsibilities of each officer and the assessment of the efficiency and effectiveness of performance. It would show up the strengths and weaknesses of each individual and would therefore be useful for identifying their training needs. Providing training to meet these needs would, in turn, result in their professional growth and development. A useful purpose served by evaluation is that the person being evaluated becomes conscious and aware of his own duties and responsibilities and what is expected of him as a member of the school community. For this purpose self-evaluation is especially useful as it would serve as a "stock-taking" exercise and would make the person evaluated alive to his responsibilities, short-comings and deficiencies.

3. A well-designed evaluation system is essential for deciding on promotions, appointments, selection for awards, scholarships and further training. It will not only help to identify the most deserving in each case, but also the strengths of an individual and hence the possible areas of development. Various types of evaluation can be devised and the methodology involved is varied. Evaluation by an external evaluator is the most widely used. This type of evaluation could be done by an individual or by a small committee of evaluators. In either case, it is essential that the evaluator should be a well-trained and highly competent person. Self-evaluation or looking at oneself and what one is doing is also a useful exercise, even though there is a possibility of over-estimation or biased judgement. Evaluation done by supervisors within the system has the advantage of being done on a continuous basis which is generally more fair by the person being evaluated. It would also be less formal.

4. The methodology involved in evaluation has to be carefully considered and should be suited to the purpose for which the evaluation is being done. For improvement in the quality of teaching, training and professional growth, a rating scale could be used together with additional explanatory remarks where necessary. In the case of evaluation for determining an order of merit as for promotion, it may be ratings converted into scores which could be aggregated. In using a rating scale, the evaluator would have to be aware of norms or expected standards in each activity and make his judgement accordingly. In most cases it is also necessary to give due consideration to the context or background in which the evaluatee has to function.

5. An essential requirement of a successful evaluation system would be the training of evaluators. It should be ensured that the evaluators are competent officers who have a good sense of judgement and can make a reasonable and impartial assessment. For this purpose it is essential that evaluators should be given a pre-training and they should be familiar with the use of the instruments of evaluation.

6. Evaluation has to be done in regard to personnel at the different levels in a school. As such the evaluation formats have been prepared accordingly for the evaluation of teachers ; the supervisory staff inculding the grade supervisors, subject co-ordinators, sectional heads, Deputy Principals and Principals. As this is a pilot project to carry out the evaluation exercise on an organised scale, the various formats should be tried out on an experimental basis according to the guidelines given. The formats and guidelines should be subsequently revised and refined on the basis of experience before adopting to other Districts. As such the implementation and evaluation of this project by D.EE is an important requirement.

7. *Guide-lines for the Use of the Evaluation Formats.*—(*a*) Evaluators should be given a pre-training in the use of evaluation formats.

(*b*) It would be helpful if each item in the format could be explained with practical illustrations.

(*c*) It is preferable to have the evaluation done by a committee rather than by one individual.

(*d*) Evaluation should be done on more than one occasion.

(*e*) In making assessments, evaluators should take into account the context of the school, the facilities available, the socio-economic background of the pupils, etc.

(*f*) The following rating scale is suggested :

A Very good

B Good

C Needs improvement

D Major improvement needed

8. Evaluation formats have been designed for the following personnel :

FORM A

The evaluation of Principals is to be done by—

(*a*) R. D. E. for 1 A/B schools

(*b*) R. D. E. /Ch.E.O for 1/C Schools

(*c*) D. E. O. for Grade 2 and 3 Schools

The R D E should be responsible for ensuring that the evaluation is done systematically in all categories of schools.

FORM B

Evaluation of Deputy Principals, Sectional Heads, subject co-ordinators and Grade supervisors should be done at two levels—

(*a*) within the school by the supervisors at each level for the one below—(e.g. By the Principal for the Deputy Principal, and by the Principal/Deputy Principal/Sectional Head for Subject co-ordinators, and so on).

(*b*) Evaluation should also be done by an external supervisor (e.g., by the RDE/Ch.EO/DEO depending on the grade of the school).

Officers responsible for carrying out the evaluation will be RDE/Ch.EO/DEO/Principal.

FORM C

For the evaluation of teachers three formats have been provided.

Format I—Self-evaluation to be done by the teachers themselves.

Format II—Evaluation within the school to be done by the Principal/Deputy Principal/Sectional Head/ Subject Co-ordinator. The responsibility for carrying out the evaluation is on the Principal.

Format III--Evaluation to be done by an external supervisor viz., RDE/Ch.E.O./DEO. The responsibility for getting it done will be on the RDE/Ch.EO.

9. FORM A—Evaluation of Principals :

(1) *Planning and Organization*—

1.1 Planning for the school in conformity with the aims and objectives of the school.

1.2 Setting the targets and delegating responsibility to teachers for implementation of the school plan.

1.3 Providing necessary guidelines and directions regarding the plan.

1.4 Progress control, supervision and evaluation.

(2) *Man-Power Utilization*

2.1 Preparation of cadre registers and steps taken to obtain the required cadre.

2.2 Preparation of the school time table so that it ensures—

(*a*) uniform distribution of work-load

(*b*) optimum utilization of available man-power

(*c*) conformity to circular specifications and obtaining approval before the beginning of the year.

(3) *Supervision and Evaluation of Teaching Programme—*

3.1 Arranging a programme of supervision of classroom teaching to be carried out by the sectional heads, subject co-ordinators and other members of the supervisory staff.
3.2 Monitoring the supervision programme and giving guidance and assistance where necessary.
3.3 Evaluation of the supervision programme.
3.4 Follow-up action and programme for remedial teaching.

(4) *Educational Development—*

4.1 Implementation of a programme for curricular development and educational innovation.
4.2 Organising a programme of pupil evaluation and follow-up.
4.3 Programme for professional growth of teachers to enable them to keep abreast of latest developments in educational thought.
4.4 Improvement of student discipline.
4.5 Programme for pupil development and student welfare activities.
4.6 Supervision and evaluation of these programmes.

(5) *Supervision of Co-curricular Programme—*

5.1 Working out an annual programme of co-curricular activities.
5.2 Delegation of duties to teachers for implementation of programme.
5.3 Ensuring maximum participation of pupils.
5.4 Supervision and evaluation of programme.
5.5 Follow-up action.

(6) *Physical Plant and Facilities—*

6.1 Maximum use of available facilities.
6.2 Identification of areas that need improvement and repairs.
6.3 Preparation of a priority list according to needs.
6.4 Preparation of an implementation plan with target dates in consultation with RDE/ISW.
6.5 Obtaining S.D.S. and community support for improving school plant and facilities.
6.6 Achievement of objectives within target dates.

(7) *Finance (Facilities fees, hostel funds, S.D.S. funds, science imprest, etc.)* :—

7.1 Preparation of annual estimate of various sources of income.
7.2 Preparation of annual plans and estimates of expenditure and obtaining approval at the beginning of the academic year.
7.3 Achievement of each plan within target dates.
7.4 Maintenance of up-dated records of income and expenditure.
7.5 Submission of quarterly statements to the Ministry.

(8) *Office Management—*

8.1 Maintenance of up-dated records (Attendance registers, class records, mark lists, inventories, minutes of staff and sectional head meetings).
8.2 Maintenance of up-dated personal files of staff and students.
8.3 Maintenance of circular files and official correspondence.
8.4 Maintenance of up-dated leave register and holiday warrant register of teachers and other staff.
8.5 System for collection and recording of statistics required for school Census, ARR etc.
8.6 Balancing of inventories and conducting Board of Survey.

(9) *Communication—*

9.1 Action taken on directions received from the Regional office, Ministry and the public.
9.2 Methods adopted for communication within the School (personal interview, charts, ntoices, notice boards etc).
9.3 Conducting school assembly, staff meetings, S.D.S. meetings regularly.

(10) *Relationship with Parents and Community*—

10.1 Maintaining cordial relationships with parents, past pupils and the general public.
10.2 Ability to obtain co-operation of parents and well-wishers of the school.
10.3 Involvement with the neighbourhood of the school and ability to obtain the maximum resources available.

(11) *Personal Factors*—

11.1 Sense of commitment and responsibility towards the goals of the institution.
11.2 Conformity to a code of professional conduct.
11.3 Physical vitality and emotional stability.
11.4 Job satisfaction.
11.5 Ability to win the confidence of the Staff and to enlist their co-operation.
11.6 Ability to give guidance and leadership in academic and non-academic matters.
11.7 Maintaining cordial relationships with pupils and teachers.

10. FORM B — Evaluation of Sectional Heads, Subject Co-ordinators, and Grade Co-ordinators—

Duties and Responsibilities :

(1) *Sectional Heads* are in charge of the educational and administrative activities of a section of the school. A section would consist of a number of grades or a particular curricular stream.

Kg. — Grade 5	—	Primary section.
Gr. 6 — 8	—	Junior Secondary section.
Gr. 9 and 10	—	O.L. Science section.
Gr. 11 and 12	—	A.L. Arts and Commerce section.

His duties will include—

(*a*) Ensuring preparation of schemes of work.
(*b*) Ensuring coverage of syllabuses within stipulated time.
(*c*) Classroom supervision.
(*d*) Evaluation of teachers.
(*e*) Counselling of teachers and students.
(*f*) Improvement of teaching standards.
(*g*) Programming remedial teaching.
(*h*) Pupil evaluation.

(2) *Subject Co-ordinator.*—His functions is to look into the qualitative aspects of teaching programmes and training and guiding of teachers in the respective subject areas.

(3) *Grade Co-ordinator.*—His function is to co-ordinate activities within a particular grade when there are a number of parallel classes. He will look into the administrative aspects such as arrangement of relief work, discipline, student problems and contact with parents.

(4) The management structure can vary from school to school and will be determined by the grade span, number on roll, curricular streams etc. Hence it is likely that in certain schools the Sectional Head may be assigned duties which in other schools would be delegated to subject co-ordinators and grade co-ordinators. This will have to be taken into consideration when using the evaluation instrument.

PART I

Personal Data—

(1) Name.
(2) Date of Birth.
(3) Period of service.
(4) Academic qualifications.
(5) Professional qualifications.
(6) Present class/grade.
(7) Duties assigned.
(8) Other activities engaged in during the year.

PART II

(1) *Planning and Organising—*

1. 1 Awareness of functions and duties assigned to him and planning his work accordingly.
1. 2 Preparation of sectional time table according to guide lines set out by the Ministry.
1. 3 Optimum utilization of the available man power for teaching.
1. 4 Organizing co-curricular activities for the section.
1. 5 Ensuring the preparation of schemes of work.
1. 6 Organizing an effective system of supervision of Curriculum Development and Classroom teaching.
1. 7 Co-ordinating the work of all supervisory staff.
1. 8 Organising of relief work.
1. 9 Effectiveness in obtaining co-operation of teachers and others.
1.10 Having an adequate information system.

(2) *Supervision of Teaching Programme—*

2. 1 Ensuring the relation of schemes of work with the classroom teaching.
2. 2 Ensuring the maintenance of daily record books and notes.
2. 3 Implementation of the programme of classroom supervision.
2. 4 Identification of problems and evolving solutions through group discussions.
2. 5 Maintaining systematic records of supervision and follow-up action taken.
2. 6 Programme for improved methods of teaching, preparation of teaching material.
2 7 Programme of pupil evaluation and its effectiveness.
2. 8 System of teacher evaluation.
2. 9 Follow-up action to promote professional growth of teachers.

(3) *Pupil Development*

3. 1 Programme of remedial teaching and its effectiveness.
3. 2 Identifying individual needs and problems of students.
3. 3 Effective disciplinary procedures and practices.
3. 4 Maintaining an effective relationship with parents.

(4) *Personal Factors—*

4. 1 Relationship with Head and colleagues.
4. 2 Sense of responsibility and commitment towards the goals of the organisation.
4. 3 Consultation with others for decision making.
4. 4 Relationship with pupils.
4. 5 Relationship with parents and community.
4. 6 Qualities of effective leadership.

12. *Form C — Teacher Evaluation.*—The main aim of formulating a system of evaluation for teachers is to identify the significant contribution of the teacher as an individual and as a member of a team, to the teaching-learning process. Such an evaluation should embrace all aspects of a teacher's career and performance, including his teaching capacity and take account of his full potential.

Three Forms should be utilised as follows:—

FORM C I — *Self-evaluation* to enable the teacher to do some " stock-taking exercises " and experience a measure of personal satisfaction and professional realization.

FORM C II — *A continuous evaluation*–an open reporting document which should preferably be the result of a co-operative effort on the part of the Head, Sectional head or Subject co-ordinator. These two documents could be used for professional development.

FORM C III — *External evaluation* to be carried out by an officer outside the school (E.O/RDE). This would be a confidential reporting document to be used mainly for purposes of promotion, appointment and award of scholarships etc.

Self-evaluation of Teachers.—The practice of evaluation on a systematic scale and the use of formats for this purpose may be comparatively unfamiliar to most teachers. Hence it is suggested that teachers be given a briefing on the rationale and methodology of evaluation. A " note to teachers " is annexed which could serve as a guide so that teachers will be suitably oriented towards this exercise. The evaluation format could be distributed subsequently.

A Note to Teachers on Self-evaluation (or Self-appraisal).—You are a teacher by profession having made teaching your career. You would naturally want to keep improving yourself as a teacher. Your aim becomes the improvement of the quality of Education you impart. To achieve this it is necessary to constantly examine and question what you are doing.

Self-evaluation therefore is looking at what you are doing and asking yourself questions—why you are doing it, whether you are doing it well, whether you ought to be doing it in a different way. The current practices, methods and styles that you have adopted need to be examined in detail. This kind of self-assessment will help you to identify your strengths and weaknesses in the teaching activity itself and, in the part you play as a member of the school community.

It is not uncommon after a few years of teaching, to feel that you know all about what you are teaching and how you are teaching it, and thus drift into a kind of complacency which sees no progress. You may even feel that questioning what you are doing is an insult to you. But a teacher who will make a success of his/her career is the one who will reflect and critically assess what he/she is doing. This exercise in self-evaluation must necessarily be a continuous process and all aspects of the school programme must be subjected to examination.

Give yourself plenty of time to think about the questions in the self evaluation form which serves you as a guide. Discuss the outcomes with your colleagues. It will be well to remember that often we do not see ourselves as others see us, and another's view point may be helpful.

Form C I—Self-evaluation Form for Teachers.—The self-evaluation form will make the teacher aware of what is expected of him. It will enable him to do some " stock-taking " exercises and experience a degree of personal satisfaction and professional realization.

Answer yes/no to each of the following questions :—

(1) *Planning and Organisation—*

1. 1 Have I studied curriculum guides and syllabuses ?
1. 2 Have I prepared my yearly, terminal, unit-wise lesson plans and schemes ?
1. 3 Do I write regular lesson notes ?
1. 4 Have I prepared assignments for the days I may be absent ?
1. 5 Do I use the resources available in the school, community and environment as aids to my teaching ?

(2) *Teaching—Learning Process—*

2. 1 Do I motivate pupils towards learning ?
2. 2 Do I use interests, activities and needs of children ?
2. 3 Do I make use of experiences in the everyday life of students ?
2. 4 Do I guide pupils to participate in discussions and activities ?
2. 5 Do I use a variety of teaching techniques—discussion, review, questioning ?
2. 6 Do I pay special attention to weak pupils ?
2. 7 Do I use informal ways for feed back and evaluation (*e.g.*, short tests).
2. 8 Do I keep records regularly and systematically of all tests done ?
2. 9 Do I use results immediately for remedial work ?
2.10 Do I make useful reports regularly to parents of students progress ?
2.11 Do I plan assignments to help students to organise these study loads ?
2.12 Am I fair and objective in dealing with pupils ?
2.13 Do I foster a democratic climate in the classroom ?
2.14 Do I try out new ideas in teaching methods ?
2.15 Do I ask the head or colleagues to observe lessons for discussion ?
2.16 Do I make an effort to analyse pupils' oral, written and practical work for evaluating the effectiveness of my teaching ?

(3) *Classroom Management—*

3. 1 Do I prepare materials and equipment necessary in advance for my lesson ?
3. 2 Do I plan my time effectively so that discipline is maintained and pupils' time is used effectively ?
3. 3 Do I make an attempt to understand individual problems of pupils—*e.g.*, malnutrition, physical defects absenteeism etc. ?

(4) *Counselling and Guidance —*

4. 1 Have I made an attempt to be aware of students' social problems and academic needs ?
4. 2 Have I succeeded in establishing sufficient rapport with pupils ?
4. 3 Do I meet with parents about pupils' problems ?

(5) *Participation in School Activities, Co-curricular Programme and Community—*

5. 1 Do I take an active part in implementing the co-curricular programme ?
5. 2 Do I carry out administration responsibilities delegated to me ?
5. 3 Do I participate in pupil welfare and teacher welfare activities ?
5. 4 Do I take an interest in activities of the School Development Society ?
5. 5 Do I participate in social and community activities in the school locality ?

(6) *Personal Factors—*

6. 1 Am I punctual and regular in attendance in school ?
6. 2 Am I an example to pupils in personal appearance, conduct and behaviour ?
6. 3 Do I have a sense of satisfaction in doing my job ?
6. 4 Have I made an attempt to identify my weaknesses ?
6. 5 Do I co-operate with the Head and the Supervisors ?
6 .6 Can I get the co-operation of my colleagues ?
6. 7 Am I in constant touch with parents about the progress and welfare of pupils ?
6. 8 Am I aware of the socio-economic condition of the community ?
6. 9 Am I able to obtain the co-operation of parents and well-wishers in school activities ?

(7) *Professionalism—*

7. 1 Do I follow a certain code of ethics as a member of my profession ?
7. 2 Do I initiate projects and programmes of educational interest ?
7. 3 Do I consider it important to obtain reading material to keep in touch with recent developments in educational thinking ?
7. 4 Do I think it necessary to have contact with others in the same profession ?

Form C II—Continuous Evaluation and Reporting form—

(1) *Planning and Organization*

1.1 Plans annual teaching programmes according to curriculum requirements.
1.2 Prepares daily notes, teaching aids, etc.
1.3 Uses available resources of the school and environment.
1.4 Maintains systematically all class records.

(2) *Teaching—Learning Situation*

2.1 Uses effective and continuing motivation.
2.2 Maintains an atmosphere conducive to learning in the classroom.
2.3 Uses experiences of students and relates subject matter to life situations.
2.4 Adopts learning activities to map the individual needs and abilities of students.
2.5 Uses a variety of teaching techniques.
2.6 Stimulates students to participate in discussions and activities.
2.7 Uses diagnostic and remedial procedures.

(3) *Class Management*

3.1 Checks attendance of pupils and cleanliness and order in the classroom.
3.2 Organises the effective use of teaching aids.
3.3 Class shows interest and responds to teacher.

3.4 Maintains class control during teaching.
3.5 Helps pupils assume leadership and responsibility.

(4) *Evaluation*

4.1 Uses effective evaluation procedures.
4.2 Maintains systematic records of evaluation.
4.3 Interprets the results and uses them for follow-up action.
4.4 Makes effective reports to parents concerning students' progress.

(5) *Pupil Development*

5.1 Maintains up to date records of information about pupils.
5.2 Is consistant and fair in dealing with pupils.
5.3 Is sympathetic and sensitive to students' individual problems.
5.4 Has sufficient rapport with students.
5.5 Manages behavioral problems effectively.

(6) *Participation in School Activities and Co-curricular Programme*

6.1 Carries out effectively the administrative responsibilities delegated to him.
6.2 Helps in maintaining school discipline.
6.3 Participates in planning and carry'ng out all co-curricular activities.
6.4 Takes an interest in the activities of the S.D.S.
6.5 Participates in social and community activities in the locality.

(7) *Professional Growth*

7.1 Maintains cordial relationships with colleagues.
7.2 Adheres to professional code of ethics.
7.3 Discusses with other teachers, sectional heads and subject specialists.
7.4 Is interested in planning future studies to enhance professional growth.
7.5 Initiates projects and programmes of educational interest.

(8) *Personal Qualities*

8.1 Is punctual and regular in attendance.
8.2 Is neatly and appropriately dressed.
8.3 Works co-operatively with Head and colleagues.
5.4 Has the capacity to cope with difficult situations.
8.5 Has qualities of leadership and can impel others into action.
8.6 Is intelligent and takes a lively interest in all activities.
8.7 Is worthy of confidence and can be depended on to do his job well.
8.8 Has physical vitality and emotional stability.
8.9 Has a sense of satisfaction in doing his job.

Form C III—Confidential Reporting Form.—This confidential Reporting Document should be used in conjunction with Form C II for purposes of promotion, appointment and selection for awards.

Scoring to be done on a 5 point scale

(1) *Planning and Organization*

1.1 Plans teaching programme according to curricular requirements.
1.2 Prepares lesson units systematically using all available resources.

(2) *Teaching—Learning Process*

2.1 Uses effective motivation and adapts learning activities to meet individual needs and activities of students.
2.2 Stimulates students to participate in discussions and activities.
2.3 Uses a variety of teaching techniques and relates subject matter to experiences of students.

2.4 Organizes effective use of teaching aids.
2.5 Uses diagnostic and remedial procedures.
2.6 Maintains an atmosphere conducive to learning in the classroom.
2.7 Maintains class control during teaching.
2.8 Helps pupils to assume leadership and responsibility.
2.9 Uses effective evaluation procedures and maintains systematic records.
2.10 Uses the results for follow-up action and makes effective reports to parents about students' progress.

(3) *Participation in School Activities*

3.1 Carries out administrative responsibilities delegated to him.
3.2 Actively participates in the co-curricular programme of the school.
3.3 Takes an interest in the S D S and community activities.

(4) *Professional Growth*

5.1 Conscientiousness, sense of responsibility and devotion to duty.
5.2 Attitude towards pupils.
5.3 Ability to work with others and get work done.
5.4 Physical vitality, emotional stability and self-confidence.
5.5 Pleasing in dress and manner.

CHAPTER XVI

EVALUATION OF PERSONNEL (SUPRA SCHOOL LEVEL)

Supervision of Personnel

One of the main weaknesses of the present educational administration in the regions is the lack of proper supervision of personnel. The gradual deterioration in the quality and regularity of supervision has had adverse effects on the delivery of educational services. The tardy movement of the wheels of administration irked the parents and the public. One of the objectives of setting up divisional offices is to intensify supervision of personnel and programmes as well.

2. Supervision is planning, facilitating, overseeing and controlling the work of a group of people by close contact, and dealing with situations on the spot as they arise. It entails attention to details depending on the size of the organization. If the organization is large then will arise the need for delegation as in the case of the Regional Office. By the recent reorganization the operational tasks were passed on to the periphery that is the sub-office thus giving the District Director of Education more time to plan and control work effectively. The Divisional Education Officer controls the work of others by using his professional knowledge combined with supervisory techniques. The basic elements are (*a*) Building and maintaining an efficient organisation, (*b*) creating and maintaining an effective staff, and (*c*) controlling the performance.

3. New organizational structures have been designed for the District and the Divisional Offices. The D. D. E. and the D. E. O. should define their goals and objectives. With the objectives in mind, he should plan carefully. The overall objective and purpose of each part of the organization must be known to everyone. He should keep subordinates informed and conscious of the objective. Every member of the organisation should know what are his duties and responsibilities in relation to the objectives. Clarity is very essential. He should establish and maintain organization relationship between his subordinates and co-ordinate the activities within the organization to achieve the objectives. Defining duties should be subject to revision as a control measure. He should always have his ears to the ground and make changes in the organization when necessary.

4. A very important part of the supervisors' job is the effective communication of information to the operators colleagues and management. It is essentially a two way process and successful communication is a must for fostering good working relationship. A high degree of competence and care is needed in communicating with people, using both the formal and informal channels. Another essential part of supervision is leadership. Staff motivation can be considerably improved by good leadership. The D. D. E. and the D. E.O. especially should be able to give firm direction, encouragement and support to his subordinates. In the context of the present development they are expected to play the role of catalysts. He could motivate them by taking a personnel interest in them finding out their problems and perceptions and working out solutions together. This positive attitude will not only enhance group cohesion but also help to promote and maintain high morale and general discipline. Stretching the subordinate by giving him more difficult and challenging job will have positive motivational effect. Another integral aspect of supervision is training. It is the responsibility of every supervisor to develop the level of skill of his staff so that they could cope with the rapid changes and challenges in work and organisation.

5. The third basic element of supervision is control which is the direction of activities to achieve an objective according to pre-determined plans and standards. The basic procedure is to set standards, check performance and correct deviations. Control and appraisal would necessitate the consideration of various functions organizational plan, job description, planning and scheduling implementation management, motivation and quality control. The supervision especially by the DDE, as the DEO needs to develop and strengthen expertise and competencies in these functions so that they could achieve their targets. It need hardly be emphasised, the thrust now on development, particularly quality improvement in education through proper planning at the micro and macro levels. It is for the effective monitoring of the programmes and projects of the school, zonal, divisional and district plans that the D. D. EE and the D. E. OO are required to install and maintain an operation (control) Room, in these offices. This should permeate to the levels below, especially the school, which is the ultimate focus of all efforts.

6. *Evaluation of Personnel.*—One of the key functions in the Management of personnel is the assessment of performance. The appraisal provides the information the manager needs to gauge how effectively an employee is performing the task assigned to him and whether the objectives are being accomplished. This information is vital to the management not only for the effective utilization of human resources but also for the purpose of staff development. Appraisal is a continuous process as it serves to fulfil a number of purposes in personnel management, i.e.—

(i) to determine the suitability and potential of people for particular tasks ;
(ii) to determine the development needs of individuals in terms of job experience, training and education ;
(iii) to develop motivation and commitment by giving feedback on performance and discussing individual needs ;
(iv) to identify those who are suited for promotions or key posts, and
(v) to provide a basis for allocating material rewards.

7. The traditional approach to assessment used personality trait as the basis of personnel appraisal. A typical trait appraisal system might often list ten or more personnel characteristics such as leadership, integrity, analytical ability, diligence, initiative, ability to get along with people, drive and determination, reliability under pressure etc. The appraiser is expected to evaluate his subordinates against their personality traits on a three to five point scale from outstanding to unsatisfactory. This approach does not give a significant place to job performance or job knowledge. It is assessed that good performance is positively related to high scores on personality traits. Personality oriented evaluation is subjective. The assumption of relationship between personality traits and performance has also been found to have little validity.

8. The disillusion with this type of evaluation led to an appraisal based on the accomplishment of objectives. A shift of emphasis from personality to performance or from what a person is, to what a person does. The objectives should be specified and verifiable. It should also take note of the environmental context in which perfermance is achieved. This evaluation has also a weakness in that it ignores how a person prepares his task. There arises the need for a synthesis where the appraisal focuses on both the person's performance and his style. The following is the performance Evaluation format which could be adapted to suit the requirements appraised at regional and sub-regional levels.

Performance Evaluation

PART I—*Personnel Data*

1. Surname with initials : Mr/Mrs. : ————.
2. Names denoted by initials :————.
3. Date of Birth and Age :—. Yrs. : ————, Months :————, Days :————.
4. Present Grade :————.
5. Present post and date of appointment :————.
6. Academic, professional, technical qualifications :————.
7. Local or foreign training course followed during the year :

PART II—*Present Job :*

(*a*) *Job Description*—

(Set out in order of information the main duties performed during the period of the report, distinguish those of a continuous nature from particular projects).

(*b*) *Assessment of Performance*—

How effective is he/she in the duties set out in part II (*a*). To what extent did he/she accomplish or fail to accomplish significant expected results during the appraisal period.
(Be specific, where applicable give facts, figures or examples in terms of quantity, quality, cost, time and/or personal, internal or external factors which affected his performance in any way.

(*c*) *Style*—

How does he/she go about getting his/her results ?
(Be specific. Test both strengths and weaknesses in following areas).

How does he/she plan ?

Strengths

Weaknesses

How does he/she delegate and follow through ?

Strengths

Weaknesses

How does he/she work with people at different levels ?
(consider this relationship with superiors, equals, subordinates, clients and others)

Strengths

Weaknesses

Overall Performance Rating

Indicate overall performance by ticking the appropriate box below

Outstanding	—	Exceptionally effective	☐
Very good	—	More than generally effective but not positively outstanding	☐
Good	—	Generally effective	☐
Fair	—	Perform duties moderately well and without serious shortcomings	☐
Not quite adequate	—	Definite weaknesses make him/her not quite good enough to get by	☐
Unsatisfactory	—	Definitely not up to the duties	☐

Signature of Job Holder,

Signature of the Reporting Officer.
Date :

Name in block letters :

PART III

To be filled by the Reporting Officer in consultation with his immediate superior.

Potential

(*a*) Comment on his/her managerial capacity and potential for assuming greater responsibility including his/her integrity and reliability.
(Indicate in what areas his/her greatest strengths and most serious weaknesses lie)

(*b*) Comment on his/her readiness for promotion as appropriate.

Ready now	Ready in one/two years	Later	Not likely.

Development Plans

(*a*) What definite actions are necessary for his future development such as coaching in specific areas, training programmes in or outside the institution, specific assignments etc. ?

(*b*) How do you see the development of his career in the Department ?.

Signature of Reporting Officer.

Signature of Reporting Officer's Superior
Date :
Name in block letters :

Further Comments

Head of Department/Additional Secy./Secretary.

9. *Annual Plan of Work and Management Contract.*—Four Education Districts, viz., Matara, Kegalle, Chilaw and Trincomalee were selected as Pilot Districts for intensive development commencing from 1.1.84. The R. D. EE of the Districts were required to prepare and submit to the Ministry a Management Performance Contract which

would be an annual plan of work for 1984. The implementation of this plan would be periodically reviewed by the Secretary and the Additional Secretaries. In preparing the annual plan of work they were asked to highlight their personal contribution to improve prevailing levels. They should note the main areas as well as the results they expected to obtain on the basis of their personal efforts and work activities. If the plan and results were found satisfactory management contract for 1984 would be finalised with the R. D. E. Work progress on the basis of this contract would be reviewed quarterly and a final assessment reached by the Ministry. On the basis of the assessment suitability for promotion, extension of service, payment of increments etc. would be decided. The rating that would be considered adequate for the managerial level would be very good or good.

10. The R. D. EE were advised to keep in mind the following guidelines when preparing the Annual Plan of work/work contract for 1984 :—

"(*a*) Indicate the specific programme and projects either in the District Plan or School Plans for 1984 on which you are personally intending to do work. In respect of each such programme/project, identify the specific work activity which you intend to discharge personally and also the specific month during 1984 during which you are planning to do such work.

(*b*) As the top manager of your district, it will be assumed that some of the main work activities or tasks you will be performing in 1984 will be of a top managerial nature such as planning/re-planning, re-designing organisation structures, ensuring better organisation of work, ensuring the allocation of work responsibilities to individuals and agencies in your district in an appropriate manner, co-ordinating the work of different projects and agencies in your charge, inspection of schools, offices, improvement of the functioning of your RDE Office itself, supervising and evaluating educational projects related to standards of teaching and learning, evaluation of the performance of the key personnel, ensuring plan implementation and control and the appraisal of institutions and programmes of work for effectively and efficiently discharging the role and functions of the Ministry in your district.

(*c*) It is essential that quantitative measures, levels or targets must be specified by you in preparing your plan for 1984 as far as possible. In setting your own targets the following may be kept in mind:—

(i) Concreteness—targets should be specific, visible, clear and understandable.

(ii) Targets should be attainable. These should be realistic, viable and consistent.

(iii) As indicated above, targets should be measurable either in quantitative or qualitative-terms.

(iv) Targets should be time programmed preferably on monthly, quarterly, or at least a mid-annual or annual basis to permit mid-term review and evaluation of your work.

(v) Targets should present a challenge to you. This means that a higher level of performance than what is prevailing at present will be necessary in setting targets.

(*d*) Whenever necessary a discussion will be held at the Ministry with the Hon. M.E., S. E, Addl. Secretaries and others on the nature of your work plan/contract in regard to its relevance, adequacy and the contribution you are personally intending to make for managing your district and your school system during 1984. Unless you have concrete plans of work with specific targets and time schedules appropriately prepared on the guidelines indicated in the paragraphs above, it will not be possible for the Ministry Evaluation Committee to approve your work plan/contract".

11. Their work plan/Contract should also include the proposed implementation of as many reference proposals as possible referred to in the "Management Reforms Report". They were also encouraged to launch any other special projects which were not included either in their district plan or school plan. Their work plan should also reflect their own efforts in the new projects that would be launched in their Districts in terms of the Pilot scheme for intensive development.

12. The Project format used by the R. D. EE and the projects selected by them are given below:—

District :
Project :

Work activities	Jan. to March	April to June	July to September	October to December	Remarks

District A—Projects

(1) Establishment and Development of Education Offices
(2) Establishment and Development of School Zones
(3) Supervision of Schools
(4) Evaluation of Principals
(5) Annual School Plan
(6) Development of Schools/isolated schools
(7) Curriculum Programme in Schools
(8) Sports and co-curricular programming in schools
(9) Health and Nutrition
(10) Education for Community Harmony
(11) Management Development and Training
(12) Professional Development of teachers

District B—Projects

(1) Establishment of Divisional Offices
(2) Restructuring of the RDE Office
(3) Planning and monitoring activities
(4) Supervision of schools
(5) Management Development and Training
(6) Development activities on the basis of zones and clusters
(7) Rationalization of Principal and Teacher Deployment
(8) Evaluation of Principals and teachers
(9) Professional development of teachers
(10) Development of Games and Athletics
(11) School Works
(12) Supplies
(13) Improvement of Services to teachers
(14) Special projects

13. The system of Management Contracts could be extended by the RDE to apply to each of the key Supervisory Officers in the District. On the basis of evaluations of Staff, done by RDEE it should be possible for a Personnel Evaluation and Ranking Record to be developed in the District. The top 10% of each cadre staff (Principals, Deputies and Asst. Principals, Co-ordinators and subject teachers, etc.) should be identified for suitable promotion. Similary the worst 10% for training and other forms of remedial action.

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